



Achievement and Opportunity in America:

Lessons from Schools and Districts on the Performance Frontier



The Education Trust

ILA-Principals Center Summer Institute

Des Moines, IA

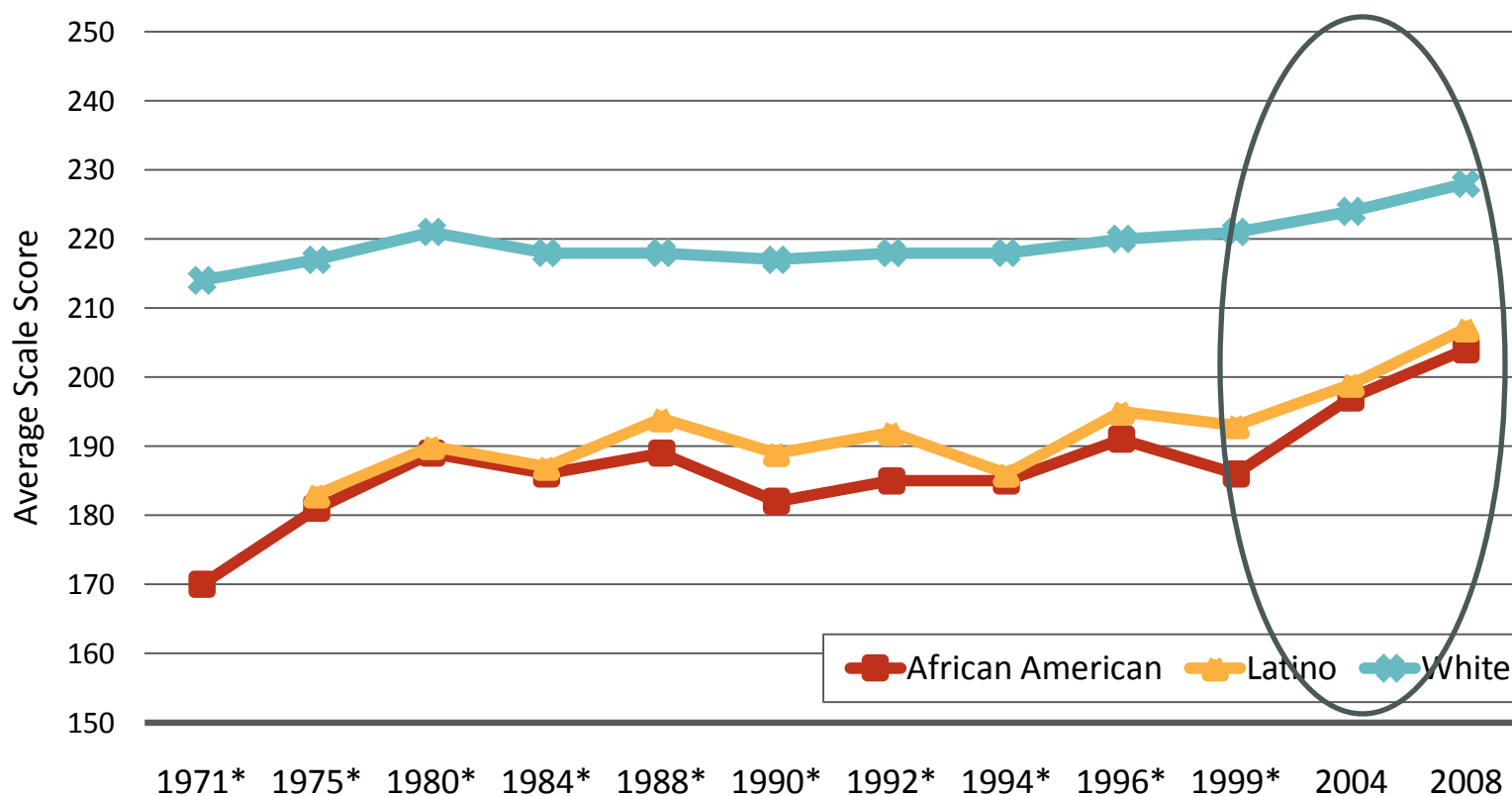
June, 2009

First, some good news.

After more than a decade of fairly flat achievement and stagnant or growing gaps, we appear to be turning the corner.

4th Grade Reading: Record Performance with Gap Narrowing

9 Year Olds – NAEP Reading

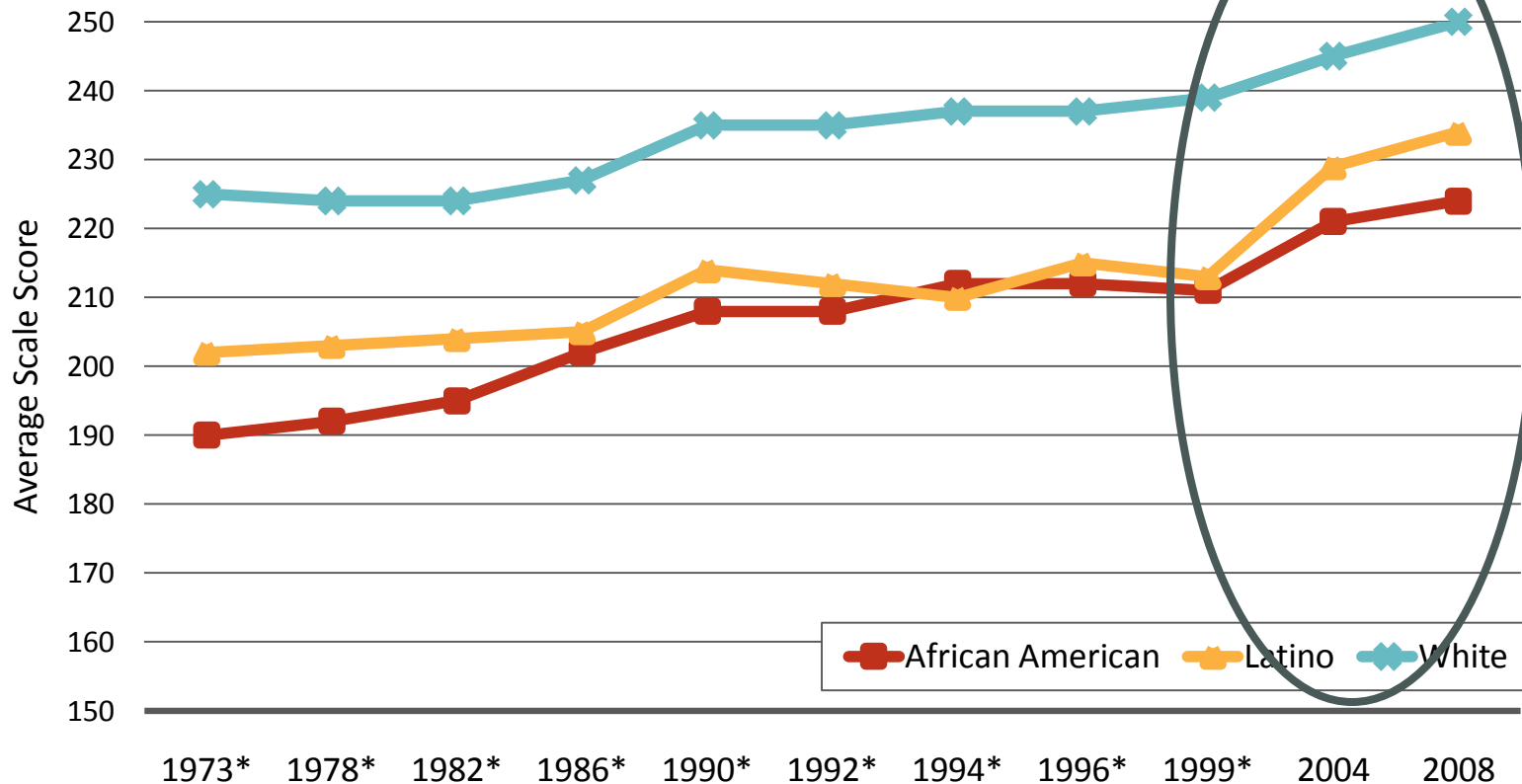


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

4th Grade Math: Record Performance with Gap Narrowing

9 Year Olds – NAEP Math

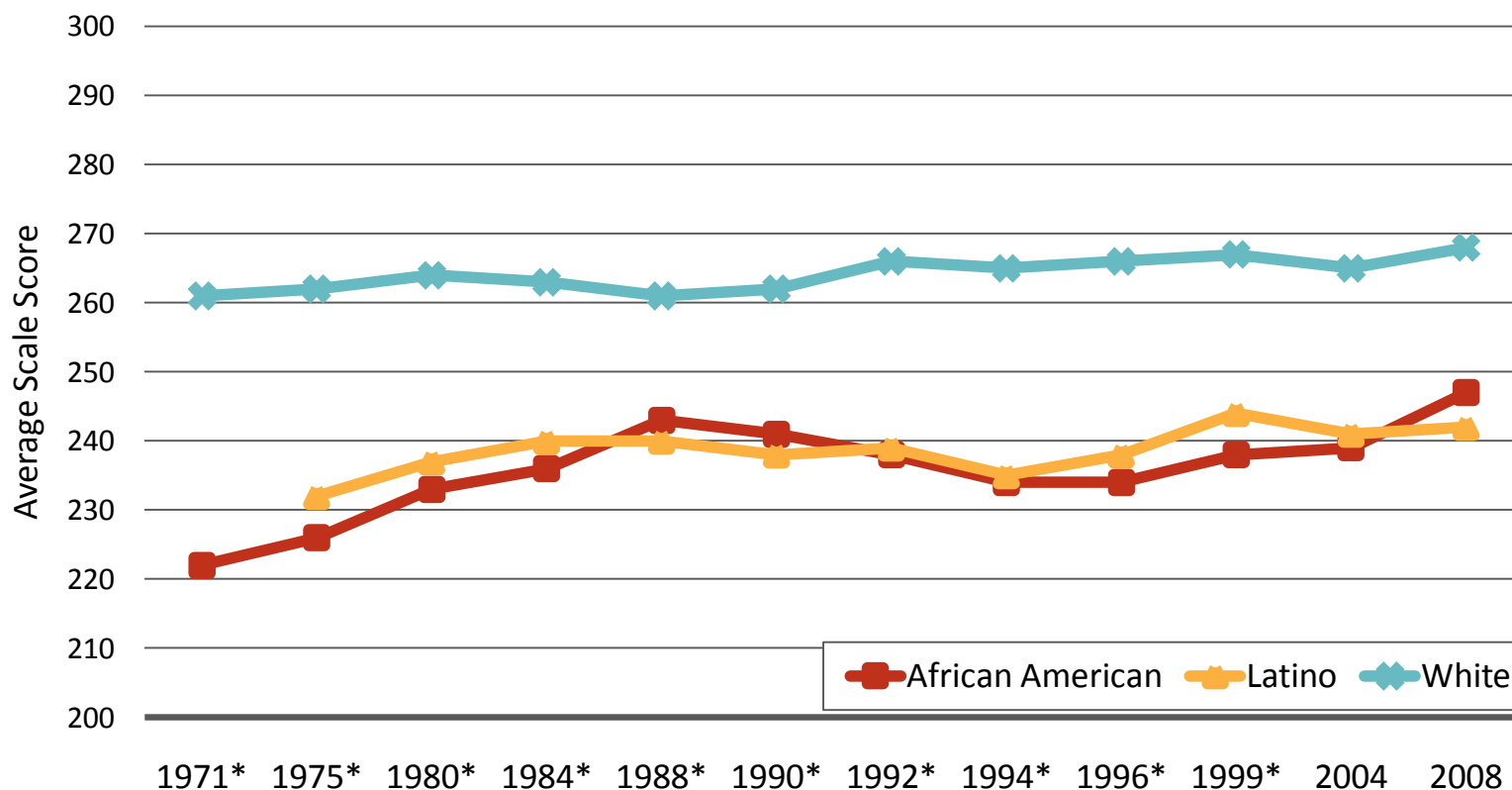


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

8th Grade Reading: Recent Gap Narrowing for Blacks, Less for Latinos

13 Year Olds – NAEP Reading

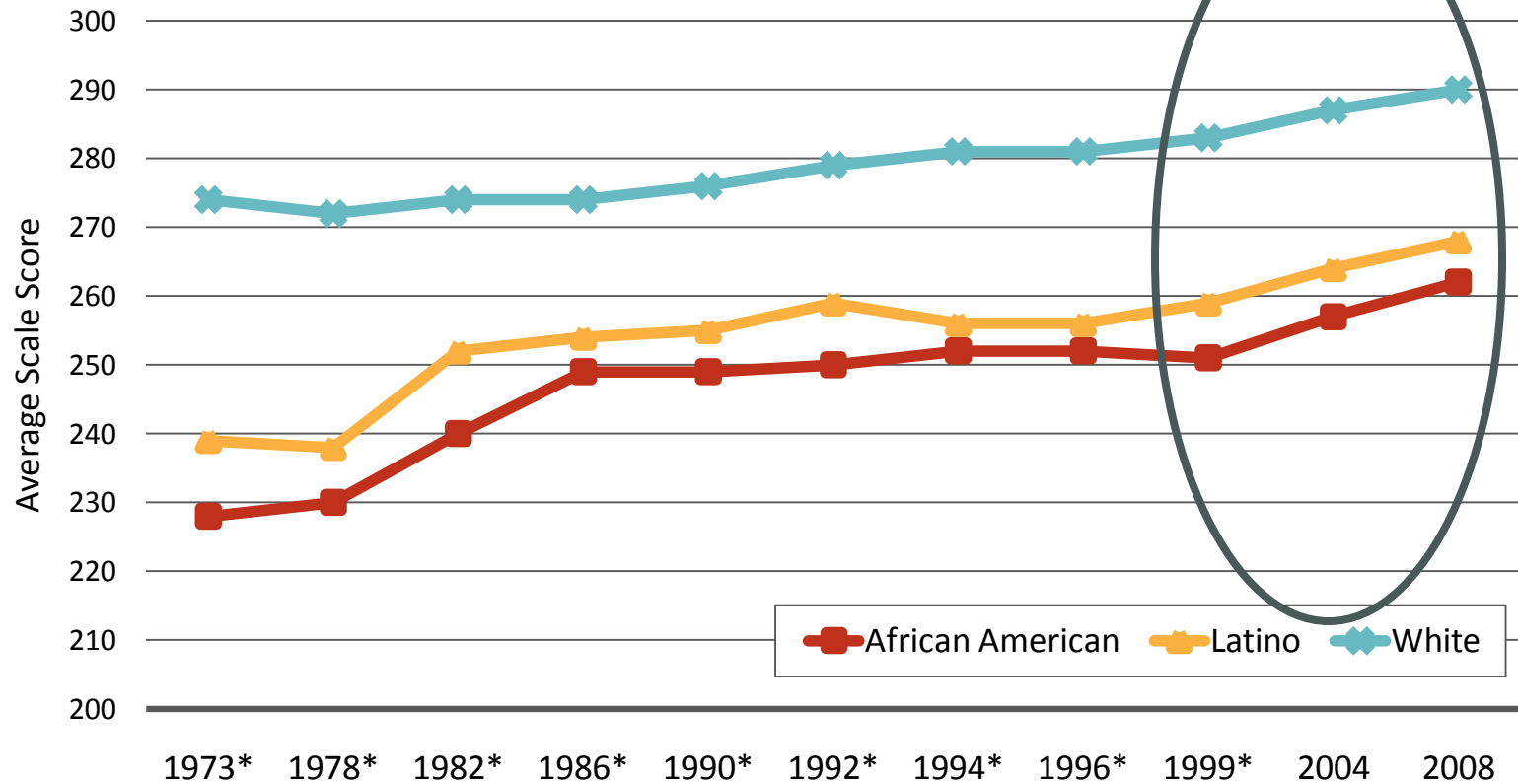


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

8th Grade Math: Progress for All Groups, Some Gap Narrowing

13 Year Olds – NAEP Math



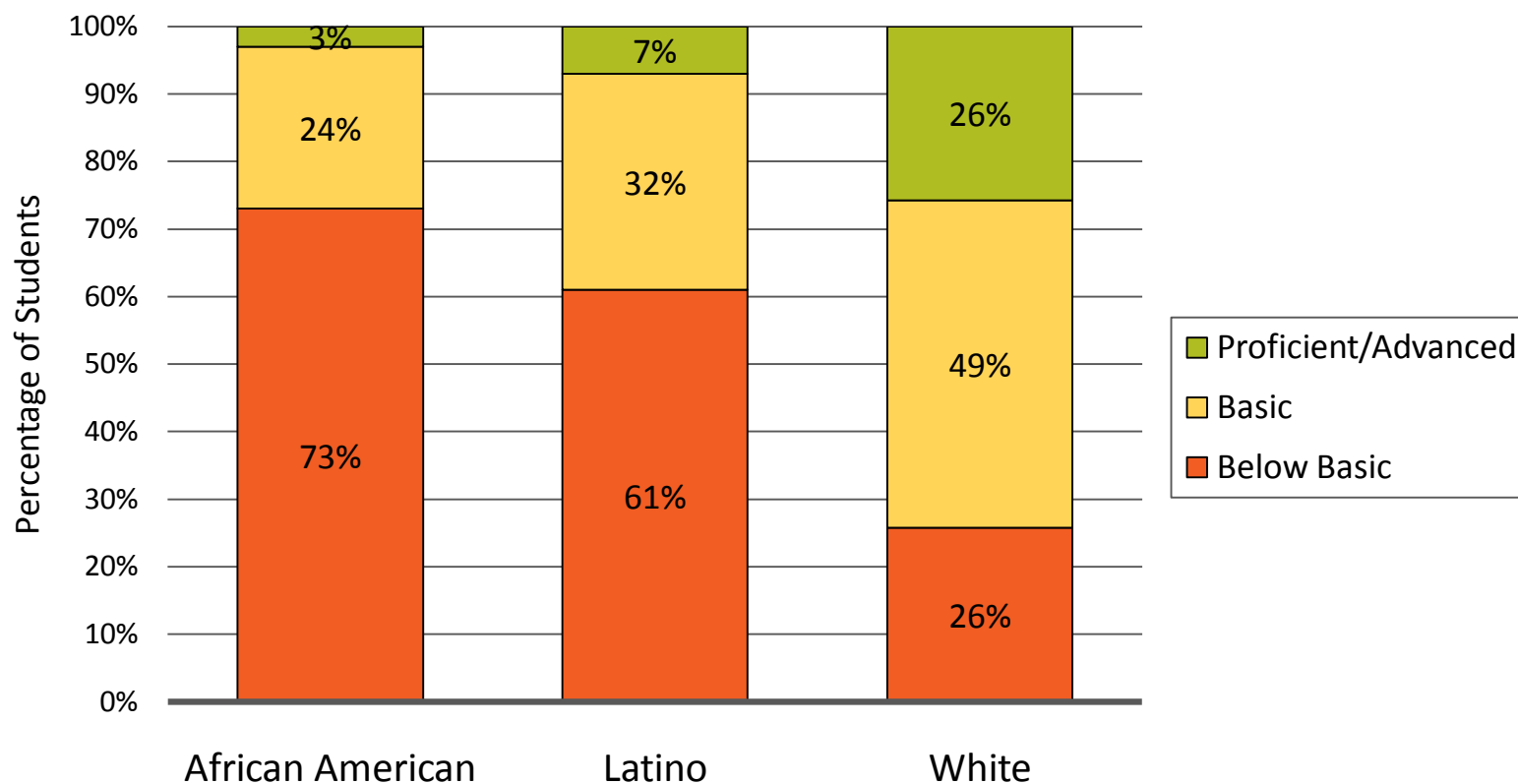
*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

Progress Even Clearer When Examined Over a Decade on the “Main NAEP” Exam

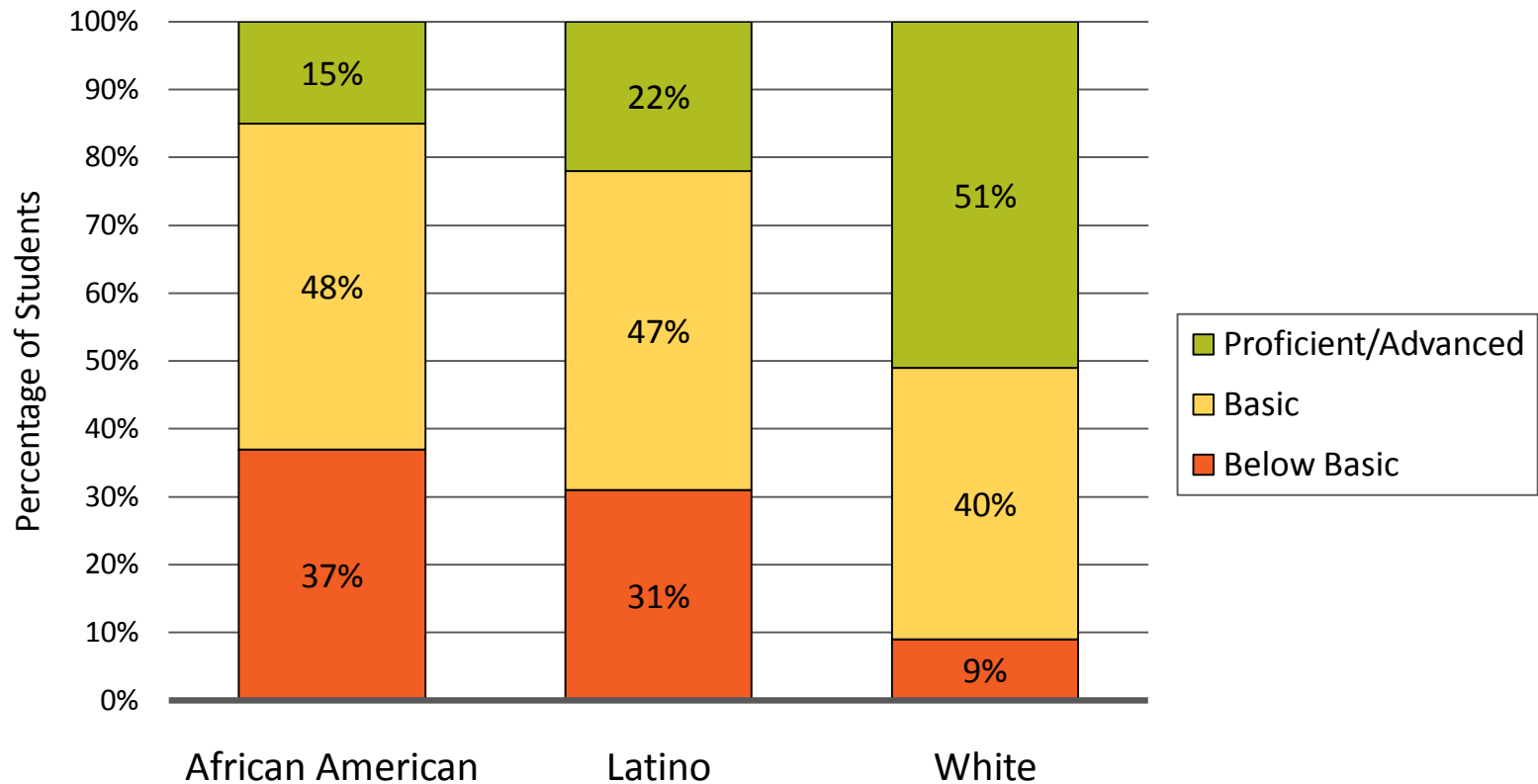
1996 NAEP Grade 4 Math

By Race/Ethnicity – Nation



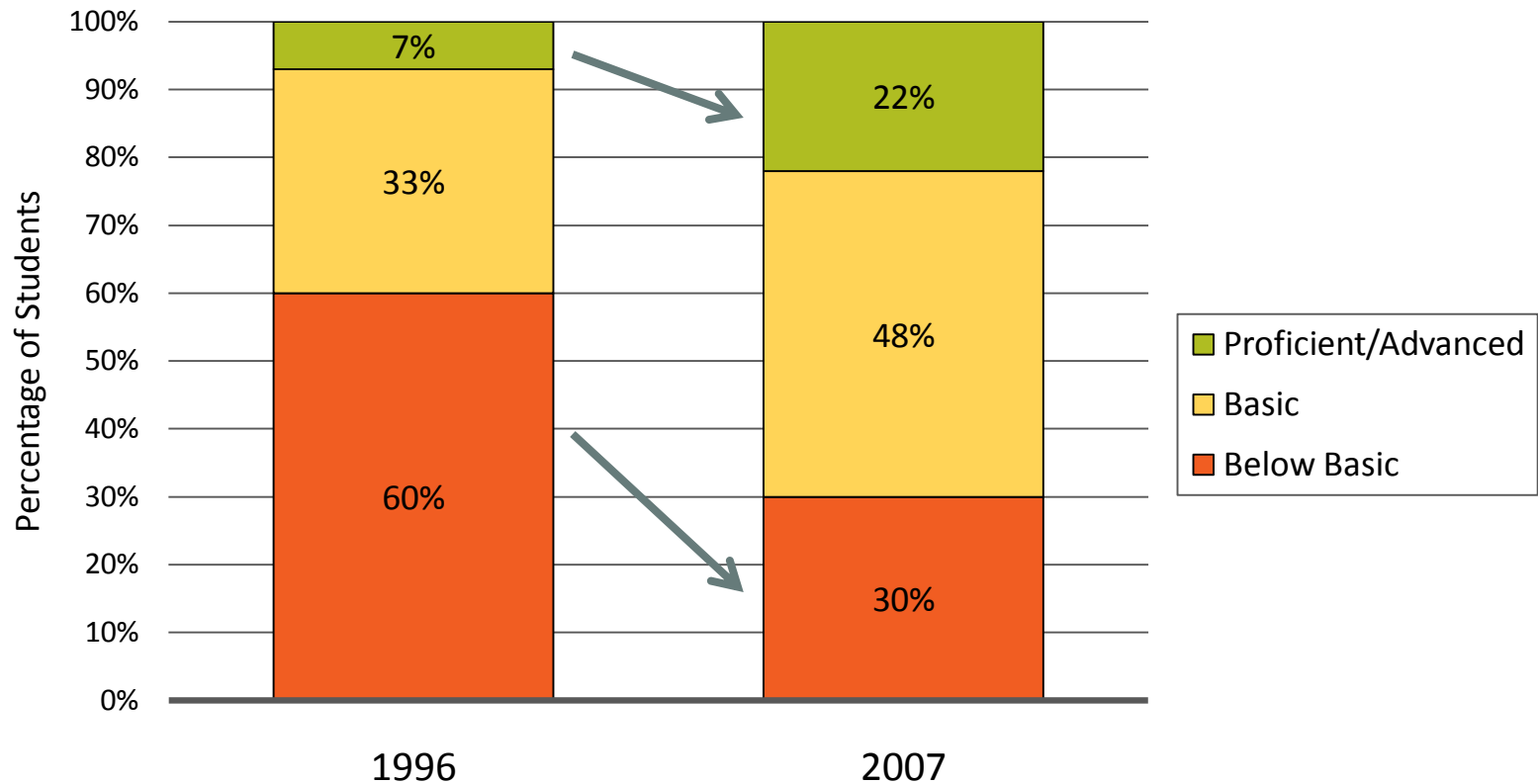
2007 NAEP Grade 4 Math

By Race/Ethnicity – Nation



NAEP Grade 4 Math 1996 Compared to 2007

Low-Income Students – Nation



Bottom Line:

When we really focus on
something, we make
progress!

Clearly, much more remains to be done
in elementary and middle school

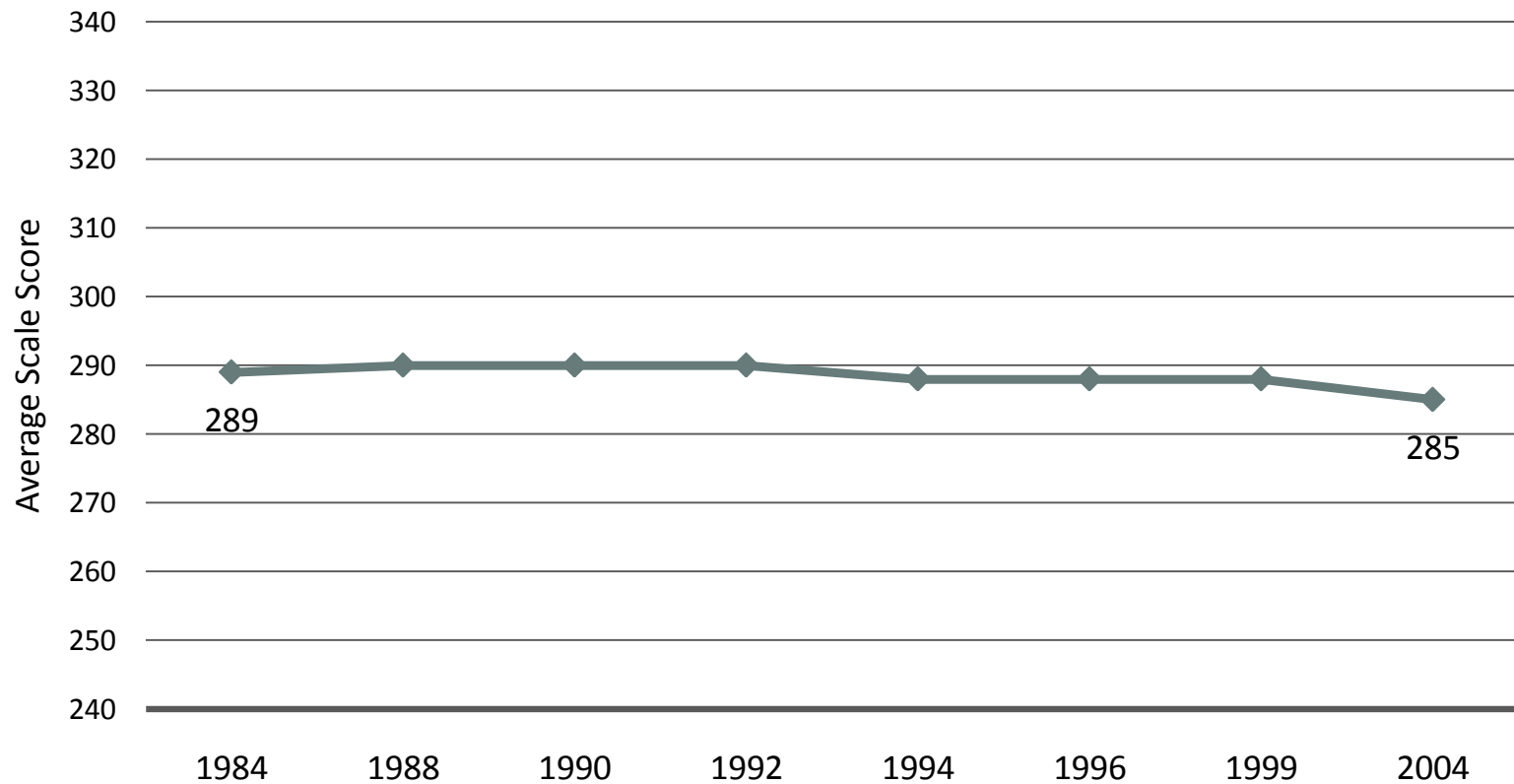
Too many youngsters still enter high
school way behind.

But at least we have some traction on elementary and middle school problems.

The same is NOT true
of our high schools.

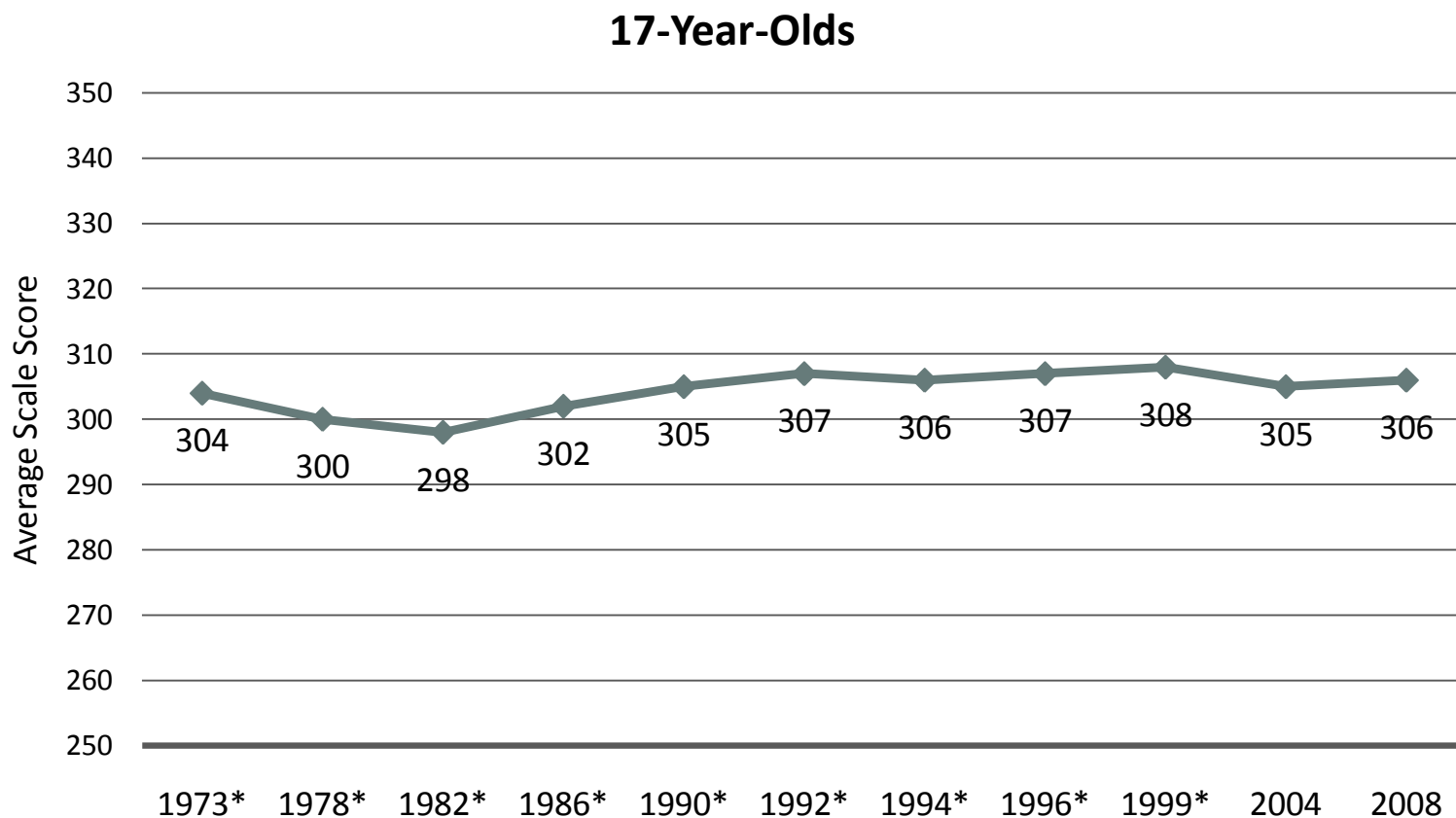
Achievement Flat in Reading

17 Year Olds Overall - NAEP



Source: NAEP Long-Term Trends, NCES (2004)

Math achievement flat over time



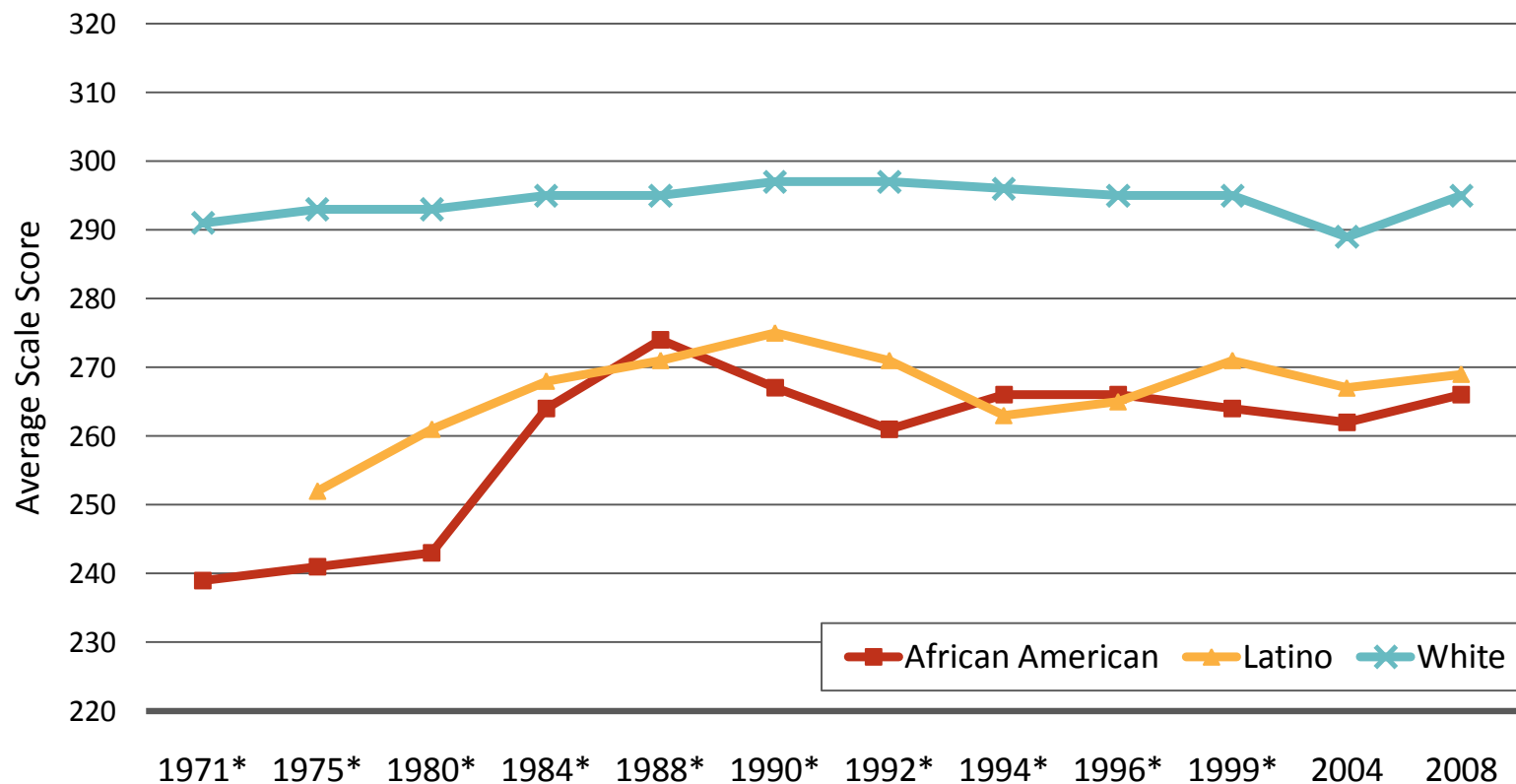
* Denotes previous assessment format

Source: National Center for Education Statistics, NAEP 2008 Trends in Academic Progress

And gaps between groups are
mostly **wider** today than in late
eighties, early nineties

12th Grade Reading: No Progress, Gaps Wider than 1988

17 Year Olds – NAEP Reading

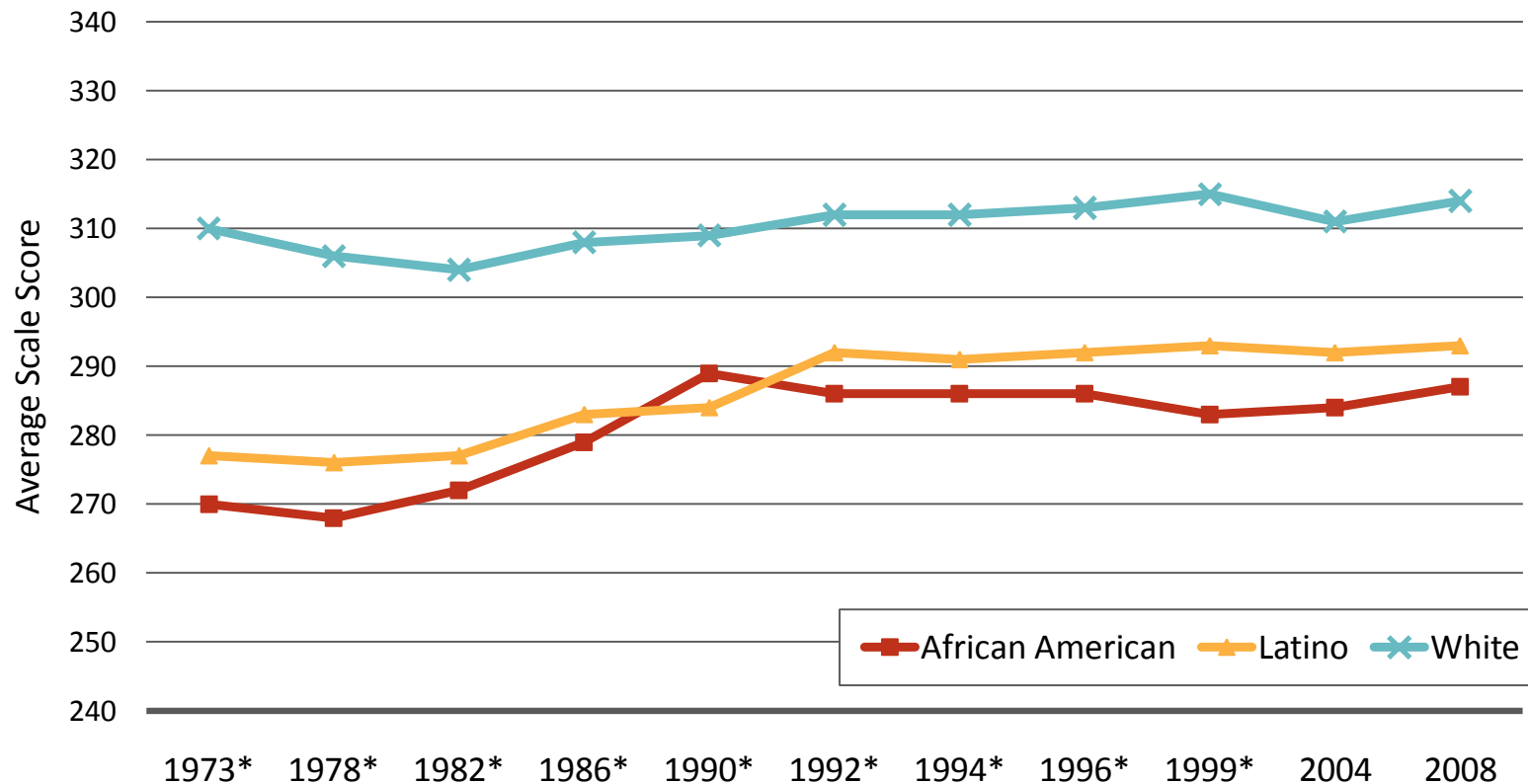


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

12 Grade Math: Results Mostly Flat Gaps Same or Widening

17 Year Olds – NAEP Math



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

And no matter how you cut the data, our students aren't doing well compared to their peers in other countries.

PISA Performance

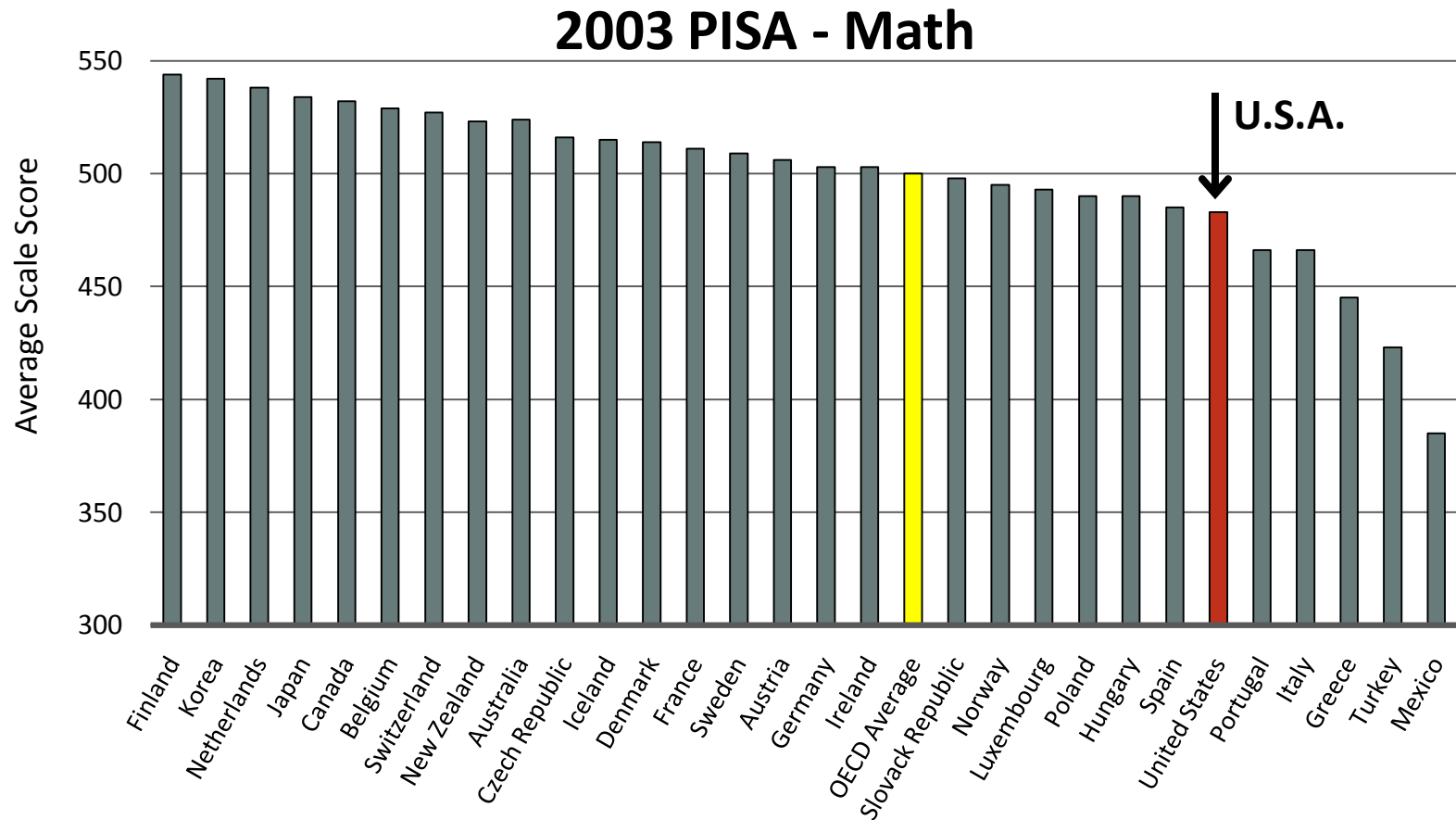
U.S.A. Ranks Near Bottom, Has Fallen Since 2000

Subject	2000 Rank (out of 26)	2003 Rank (out of 26)	2006 Rank (out of 26)
Mathematics	17 th	22 nd	22 nd
Science	13 th	Tied for 17 th	19 th

Rankings are for the 26 OECD countries participating in PISA in 2000, 2003, and 2006.

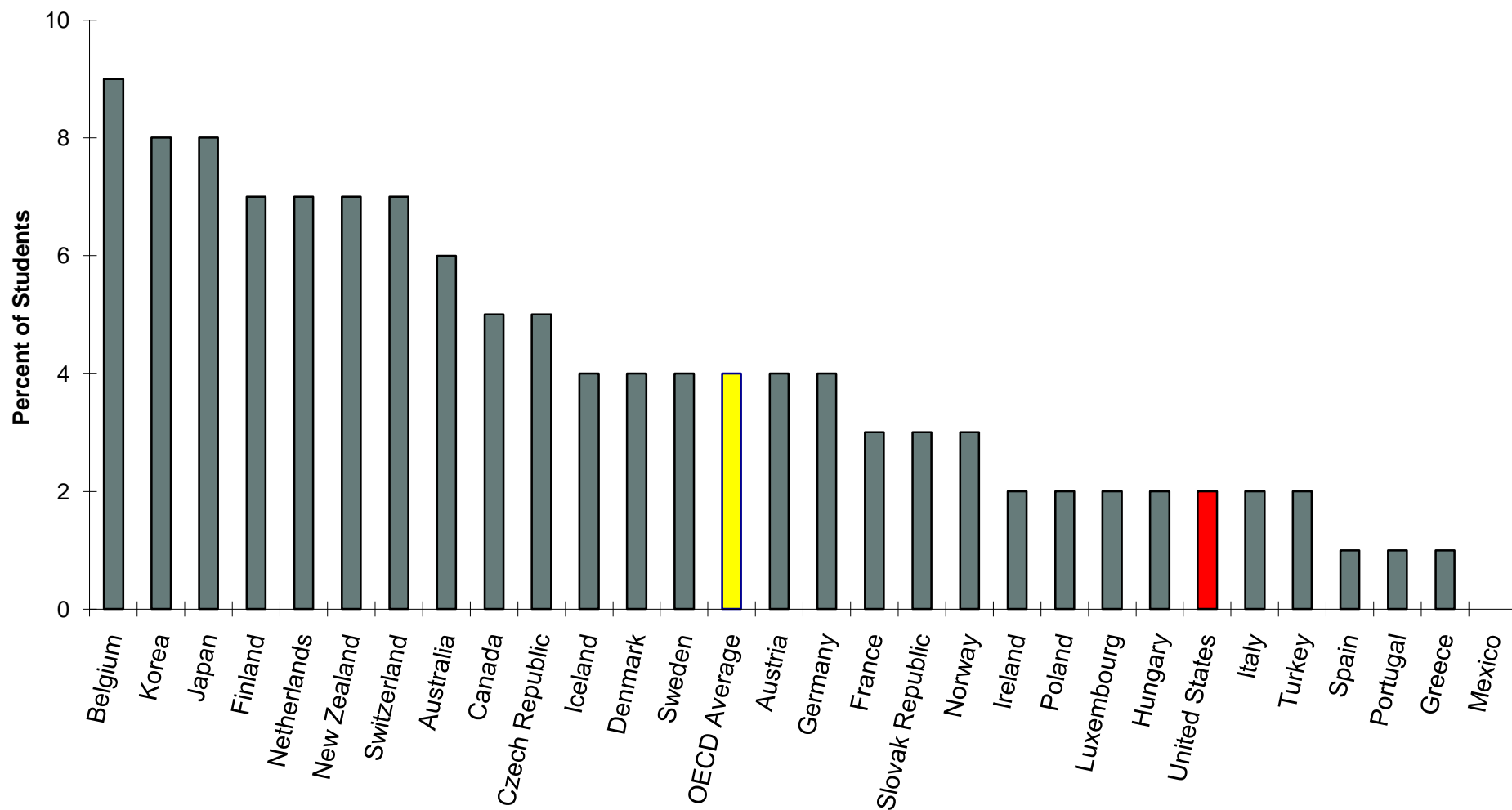
A closer look at math

Of 29 OECD Countries, U.S.A. Ranked 24th



Problems are not limited to our
high-poverty and high-minority
schools . . .

U.S. Ranks Low in the Percent of Students in the Highest Achievement Level (Level 6) in Math

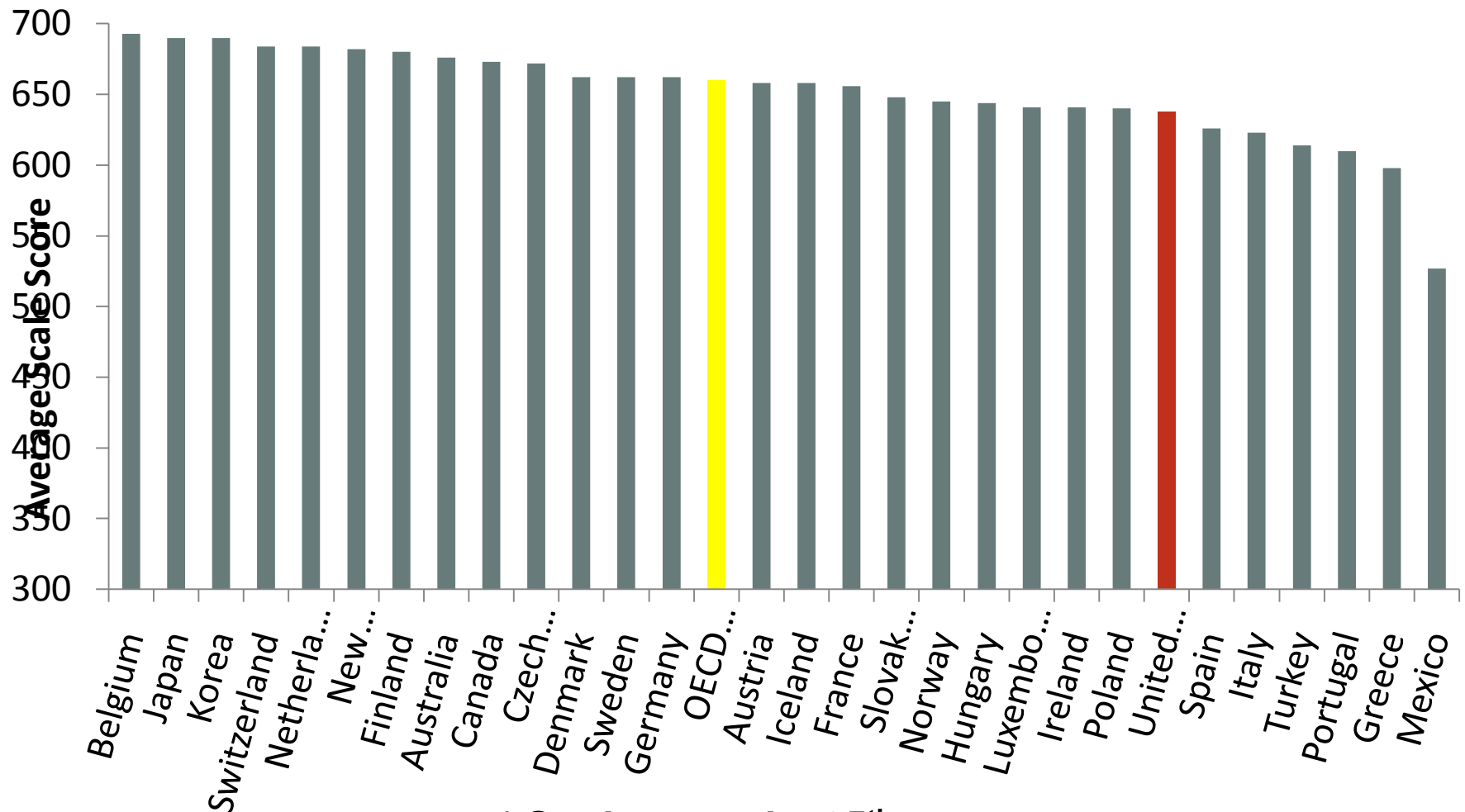


Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at

<http://www.oecd.org/>

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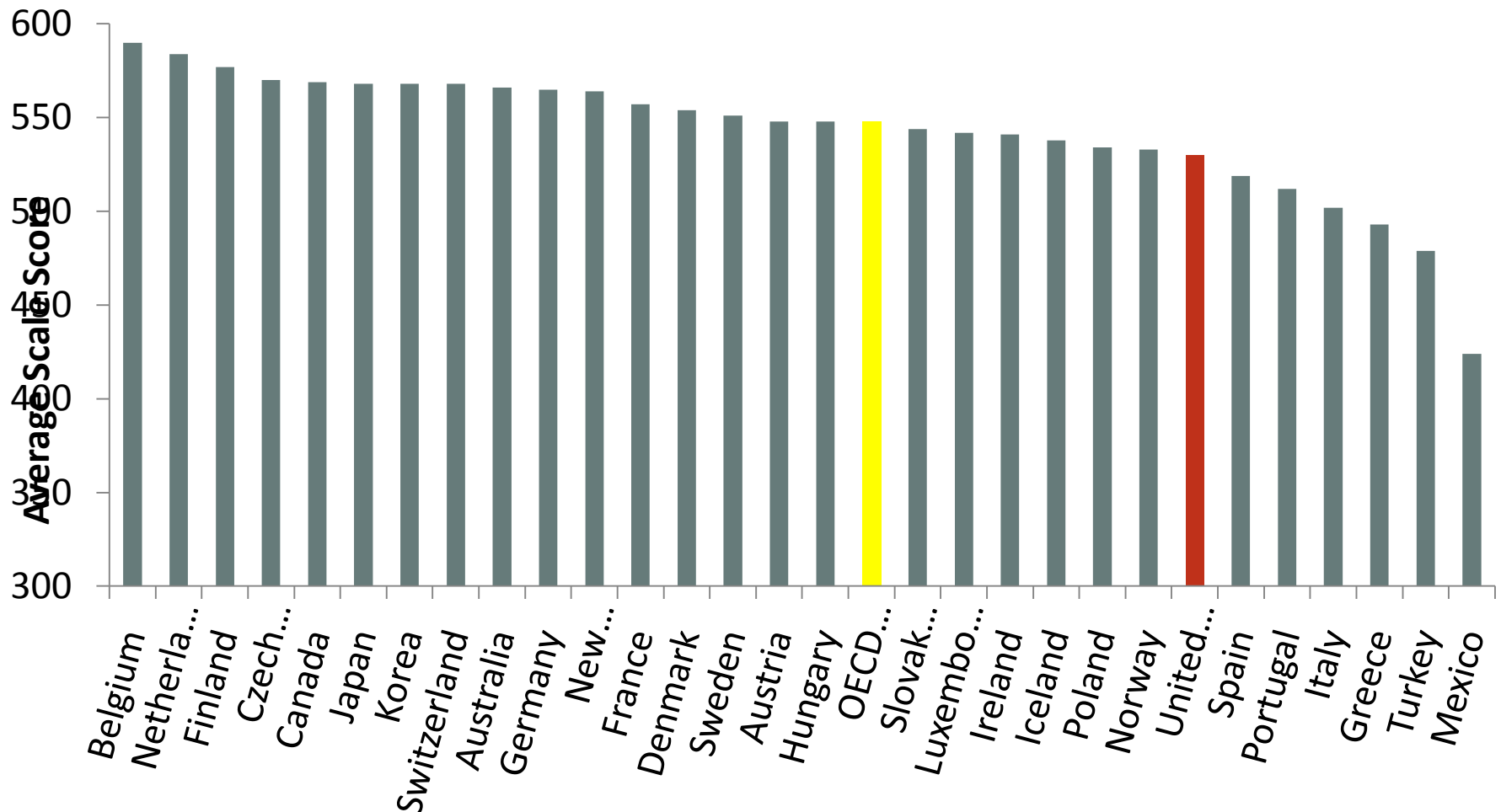
U.S. Ranks 23rd out of 29 OECD Countries in the Math Achievement of the Highest-Performing Students*



* Students at the 95th
Percentile

U.S. Ranks 23rd out of 29

OECD Countries in the Math Achievement of High-SES Students



Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at

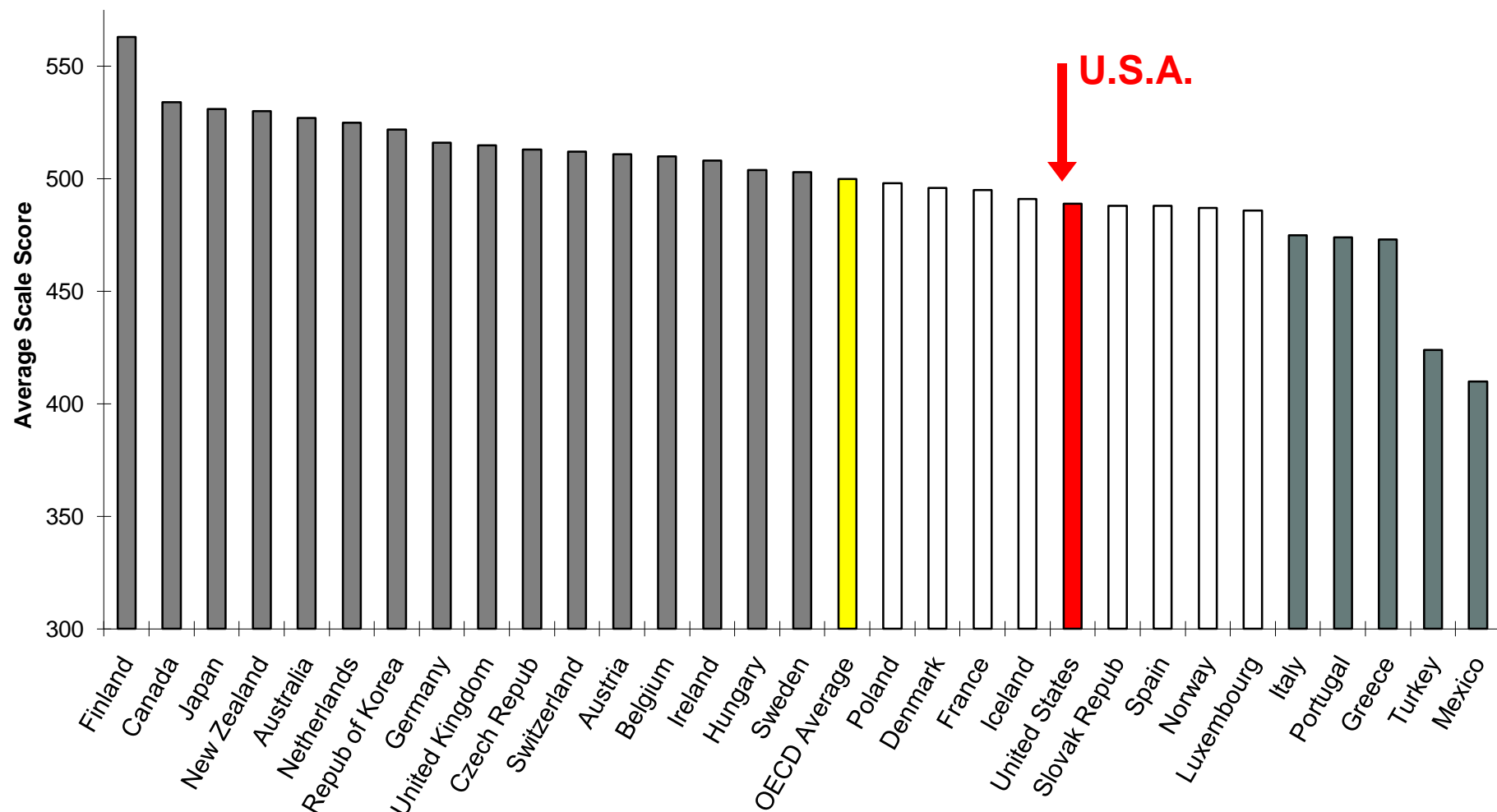
<http://www.oecd.org/>

Problems not limited to math,
either.

Science?

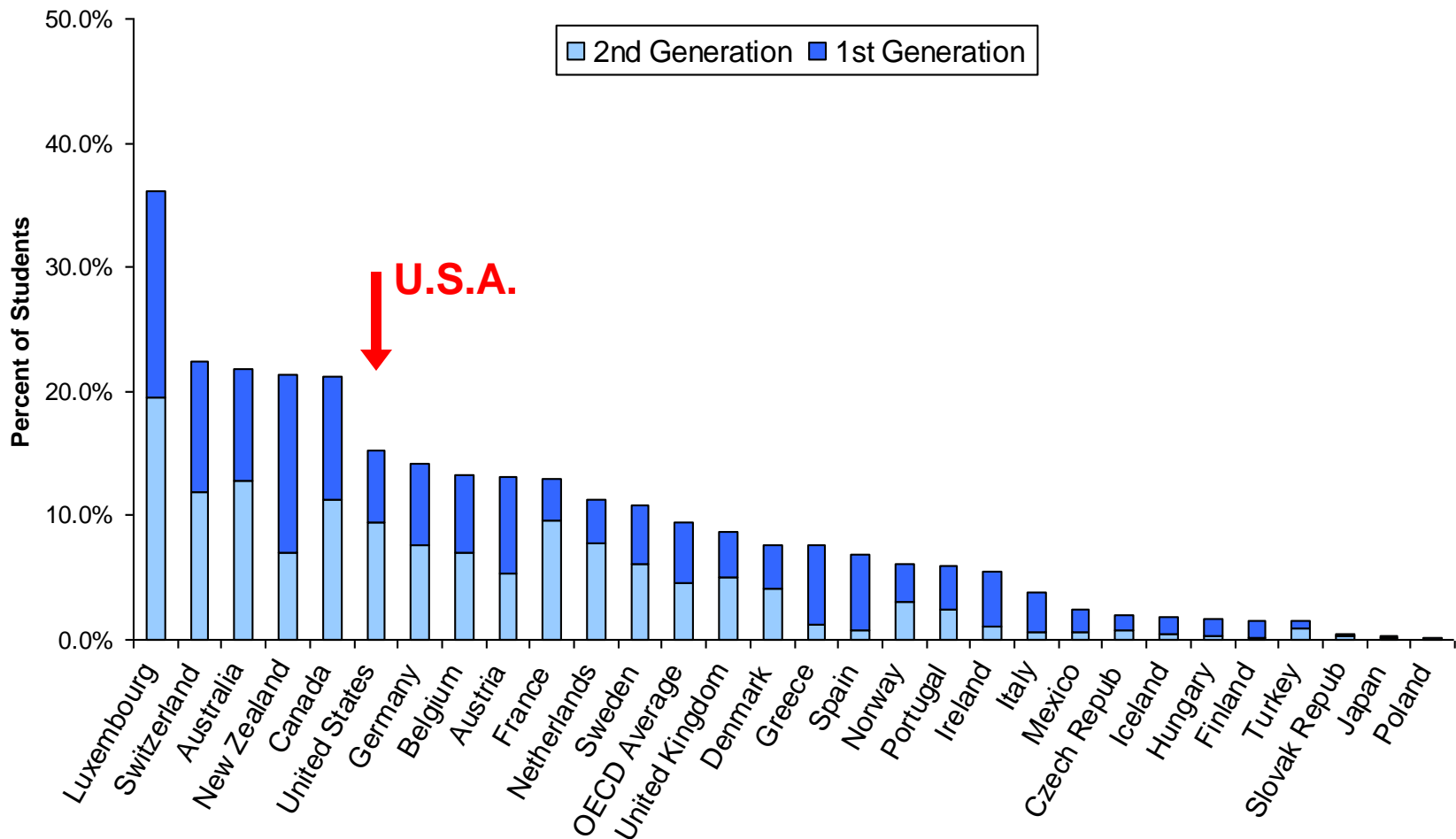
PISA 2006 Science

Of 30 OECD Countries, U.S.A. Ranked 21st



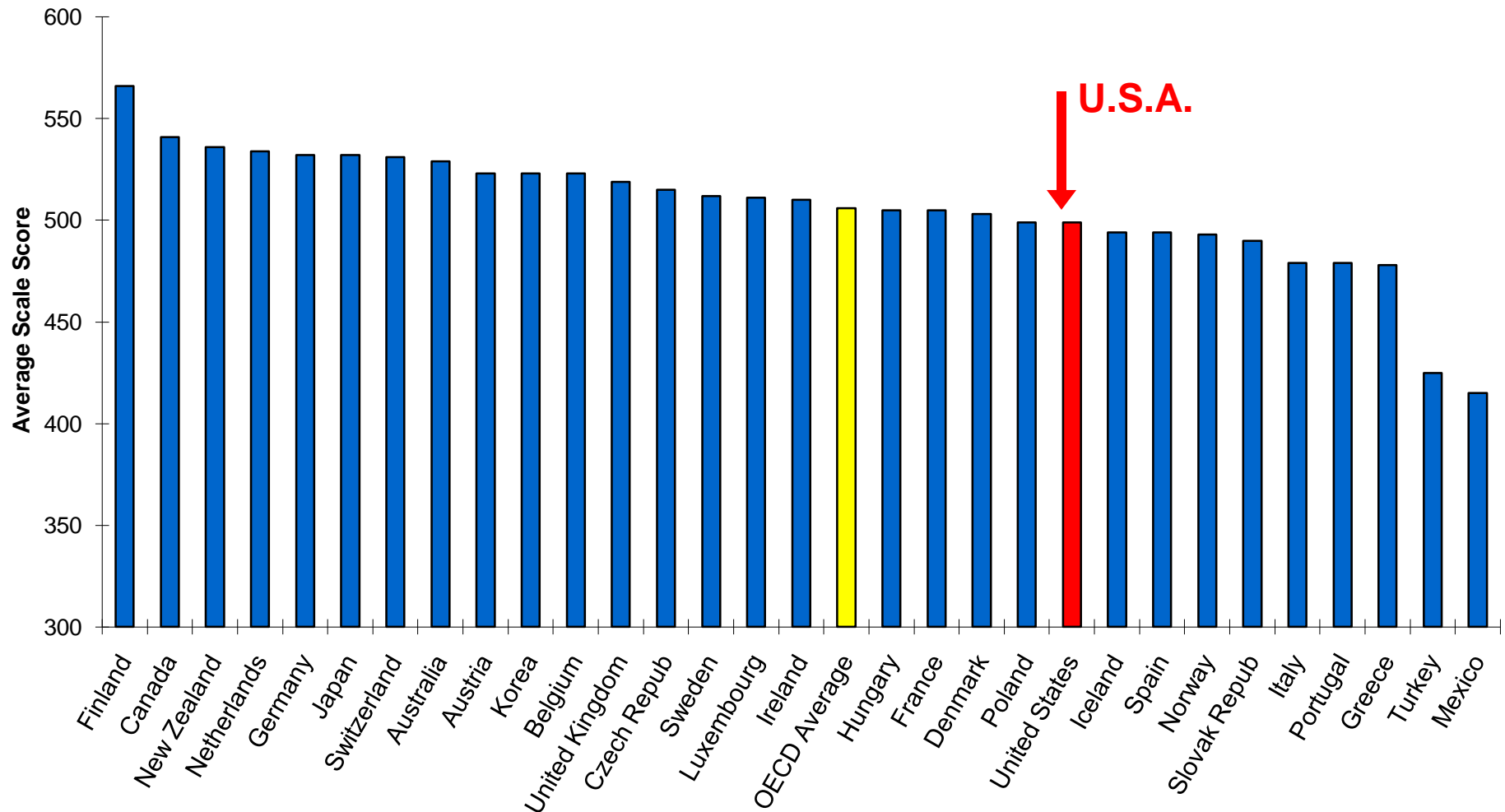
Higher than U.S. average
 Not measurably different from U.S. average
 Lower than U.S. average

Immigrants? The U.S.A. does have a larger percentage of immigrants and children of immigrants than most OECD countries



But ranks 21st out of 30 OECD countries when only
taking into account native student* scores

PISA 2006 Science



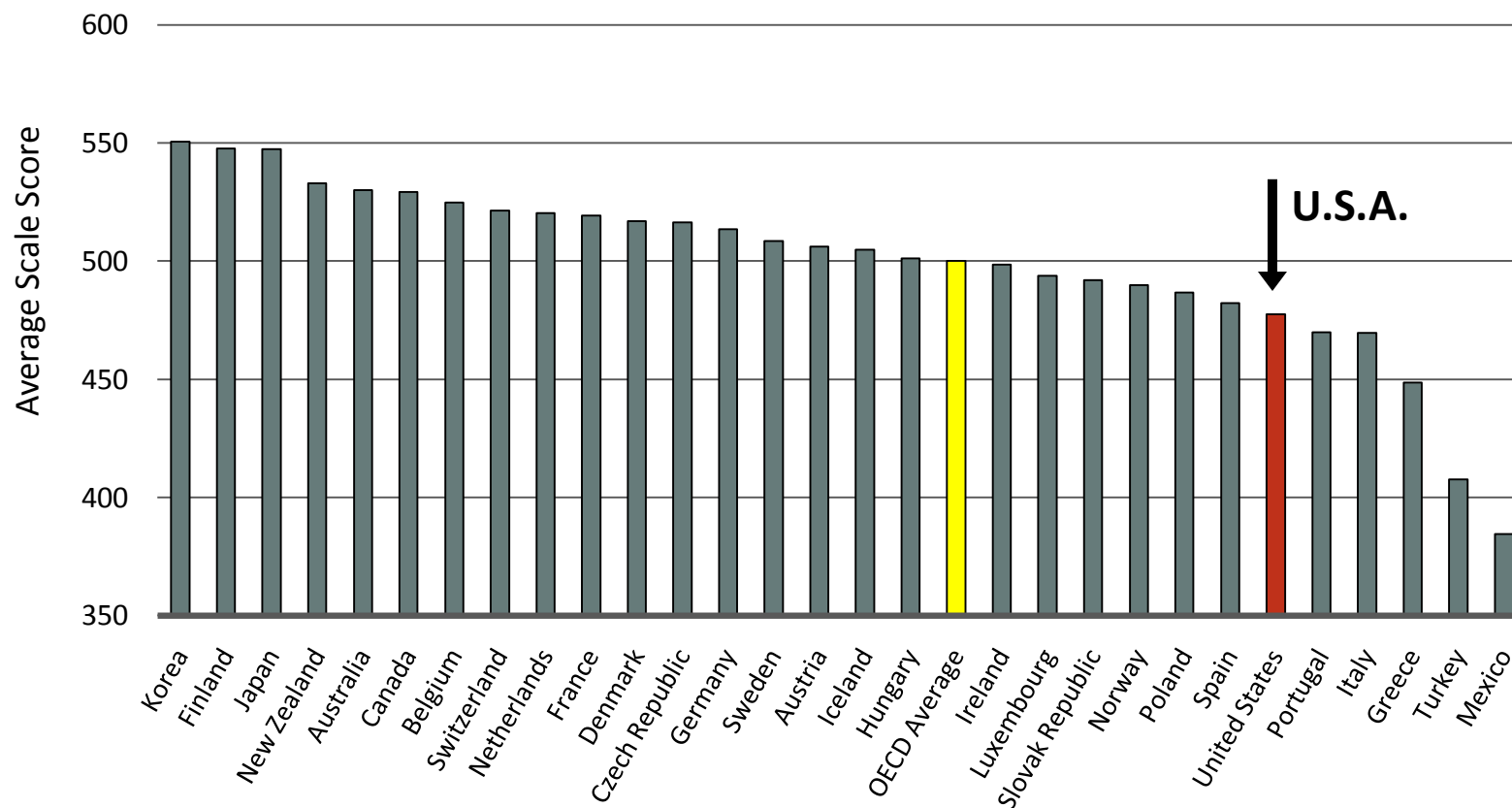
*Students born in the country of assessment with at least one parent born in the same country

Source: OECD, PISA 2006 Results, table 4.2c, <http://www.oecd.org/>

Even in problem-solving, something
we consider an American strength...

U.S.A. Ranks 24th Out of 29 OECD Countries in Problem-Solving

2003 PISA



Source: PISA 2003 Results, OECD

Only place we rank high?

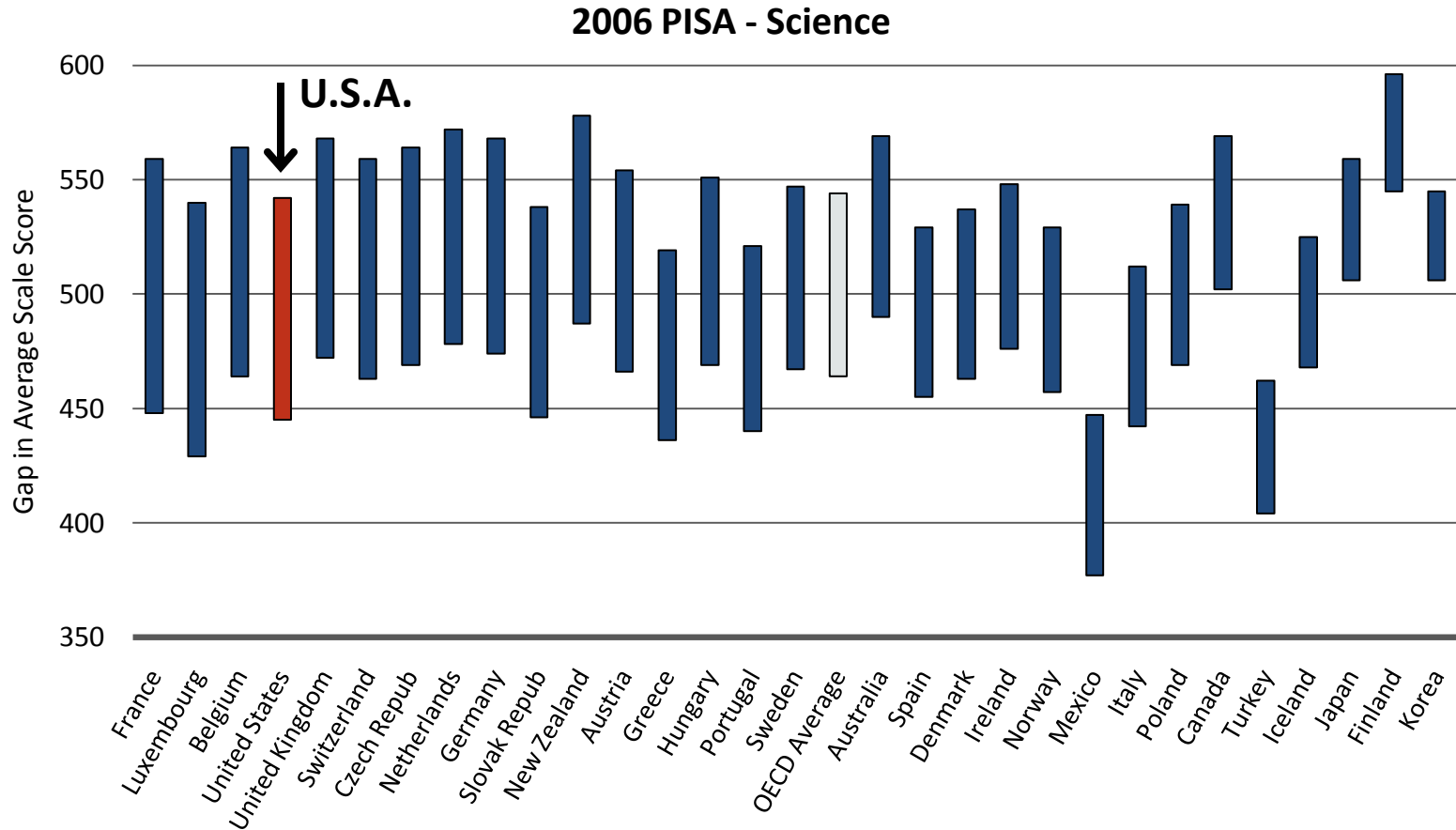
Inequality.

PISA 2003: Gaps in Performance Of U.S.15 Year-Olds Are Among the Largest of OECD Countries

	Rank in Performance Gaps Between Highest and Lowest Achieving Students *
Mathematical Literacy	8th
Problem Solving	6th

***Of 29 OECD countries, based on scores of students at the 5th and 95th percentiles.**

Among OECD Countries, U.S.A. has the 4th Largest Gap Between High-SES and Low-SES Students



Source: PISA 2006 Results, OECD, table 4.8b

These gaps begin before children arrive at the schoolhouse door.

But, rather than organizing our educational system to ameliorate this problem, we organize it to exacerbate the problem.

How?

By giving students who arrive with
less, less in school, too.

Some of these “lesses” are a result of choices that policymakers make.

National Inequities in State and Local Revenue Per Student

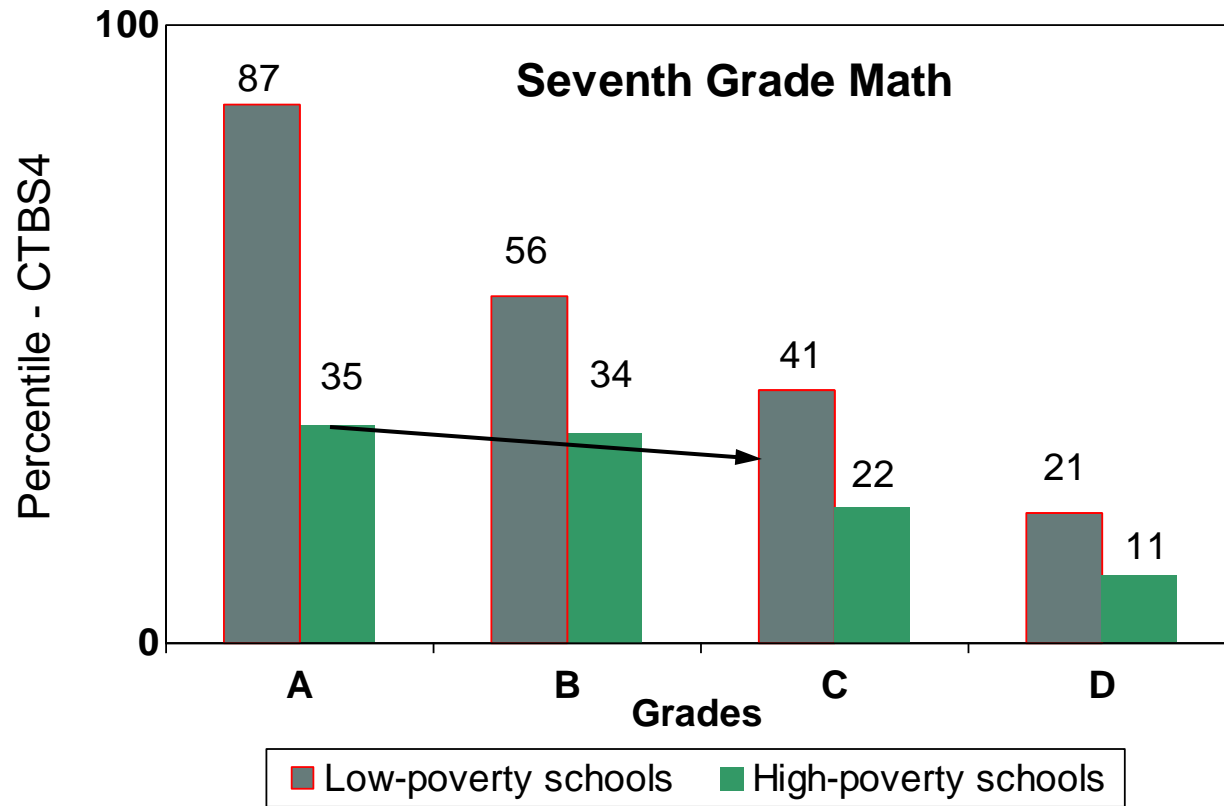
	Gap
High Poverty vs. Low Poverty Districts	-\$773 per student
High Minority vs. Low Minority Districts	-\$1,122 per student

Source: Education Trust analyses based on U.S. Department of Education and U.S. Census Bureau data for the 2005-06 school year.

In truth, though, some of the most devastating “lesses” are a function of choices that we educators make.

Choices we make about what to
expect of whom...

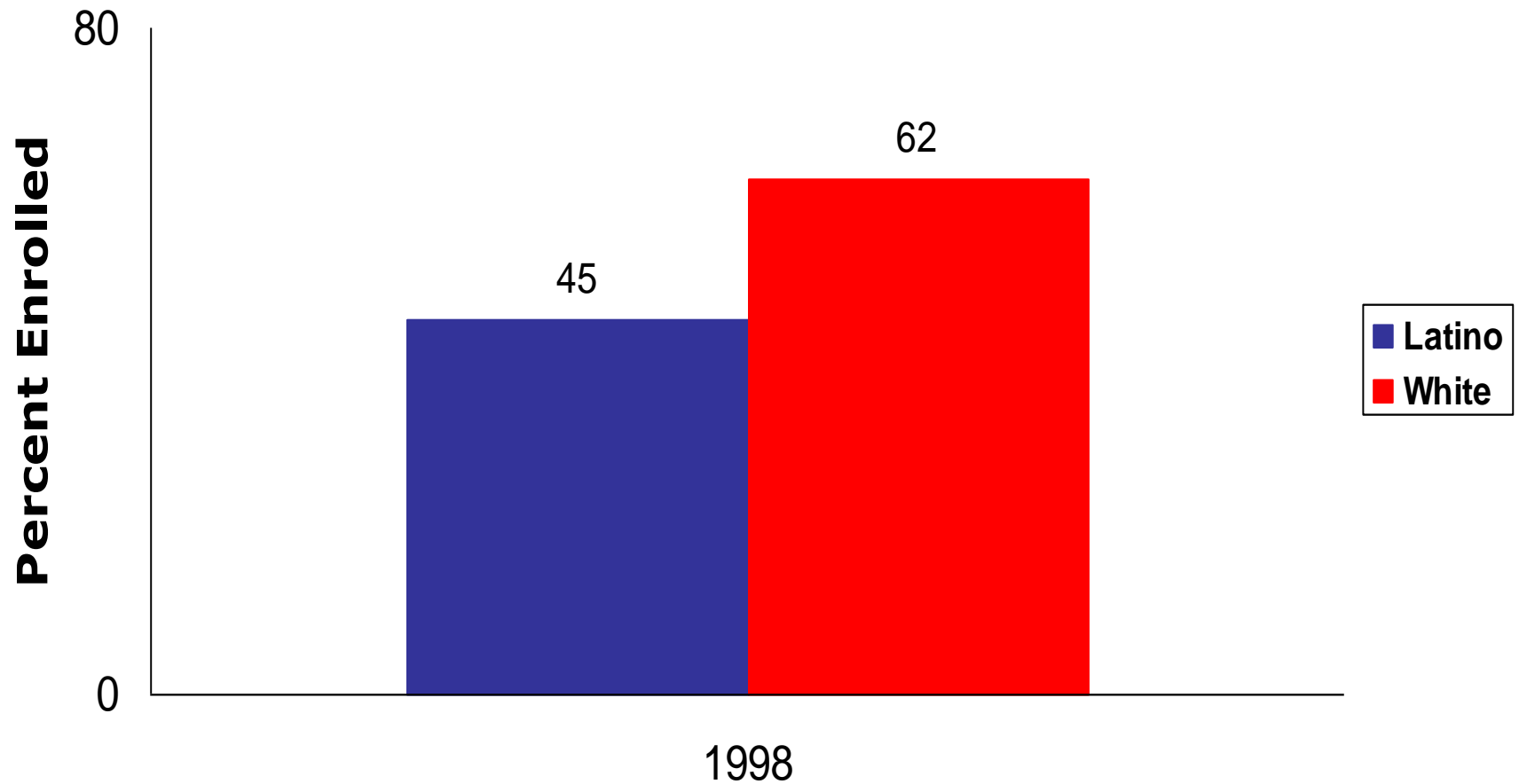
Students in Poor Schools Receive 'A's for Work That Would Earn 'Cs' in Affluent Schools



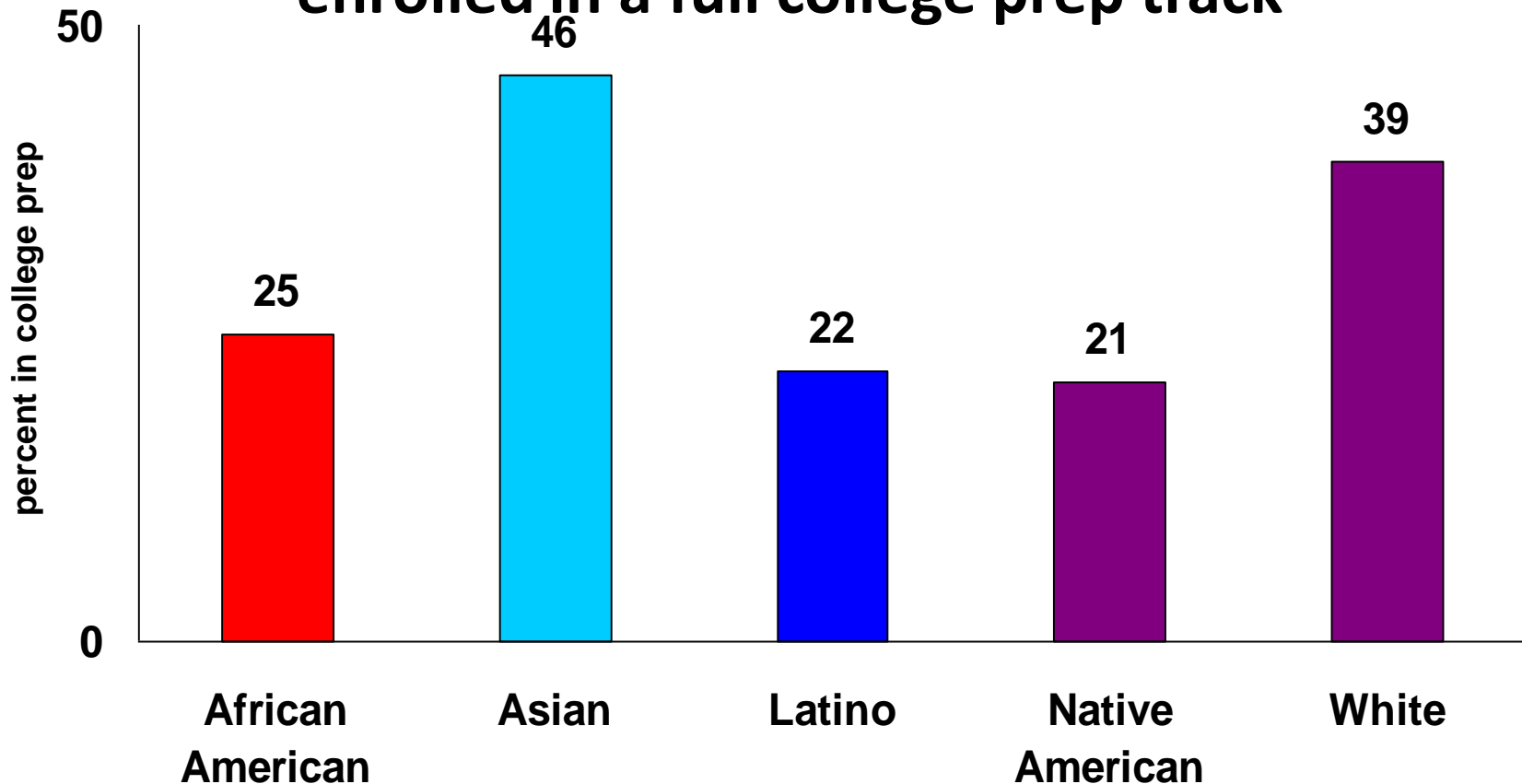
Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.

Choices we make about what to
teach whom...

Fewer Latino students are enrolled in Algebra 2



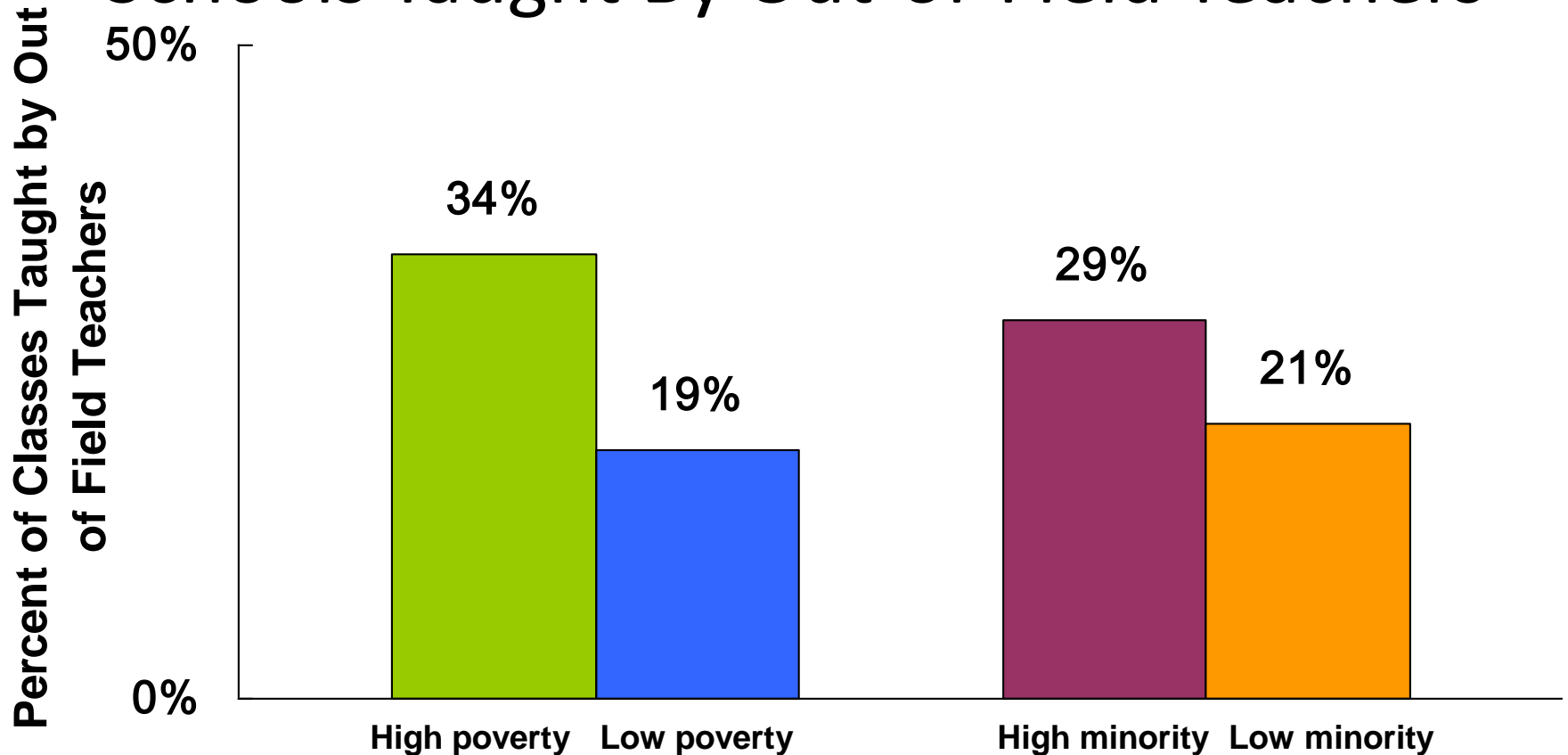
African American, Latino & Native American high school graduates are less likely to have been enrolled in a full college prep track



Full College Prep track is defined as at least: 4 years of English, 3 years of math, 2 years of natural science, 2 years of social science and 2 years of foreign language

And choices we make about
who teaches whom...

More Classes in High-Poverty, High-Minority Schools Taught By Out-of-Field Teachers



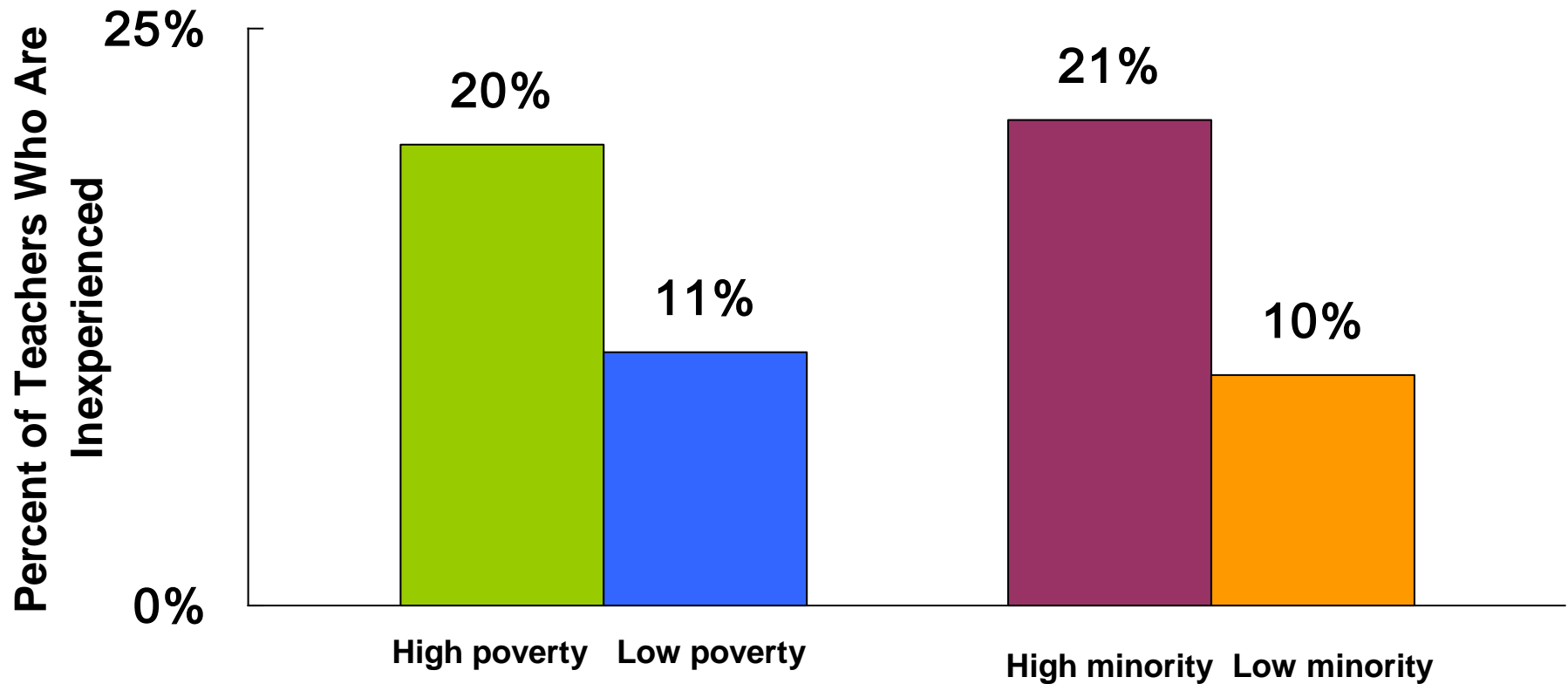
Note: High Poverty school-50% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch.

High-minority school - 50% or more of the students are nonwhite. Low-minority school- 15% or fewer of the students are nonwhite.

***Teachers lacking a college major or minor in the field. Data for secondary-level core academic classes.**

Source: Richard M. Ingersoll, University of Pennsylvania. Original analysis for the Ed Trust of 1999-2000 Schools and Staffing Survey.

Poor and Minority Students Get More Inexperienced* Teachers



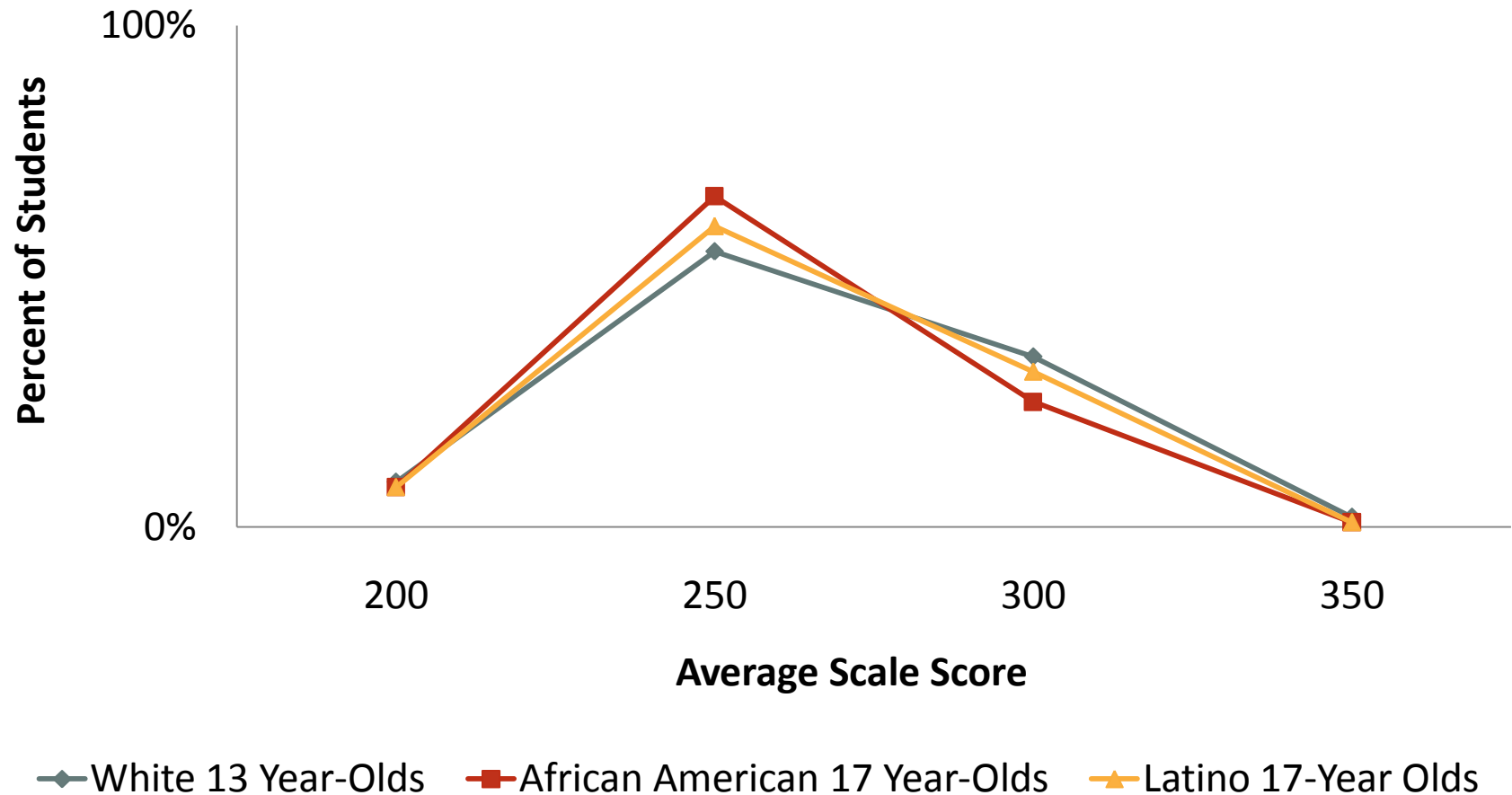
***Teachers with 3 or fewer years of experience.**

Note: High poverty refers to the top quartile of schools with students eligible for free/reduced price lunch. Low poverty-bottom quartile of schools with students eligible for free/reduced price lunch. High minority-top quartile; those schools with the highest concentrations of minority students. Low minority-bottom quartile of schools with the lowest concentrations of minority students

Results are devastating.

Kids who come in a little behind,
leave a **lot** behind.

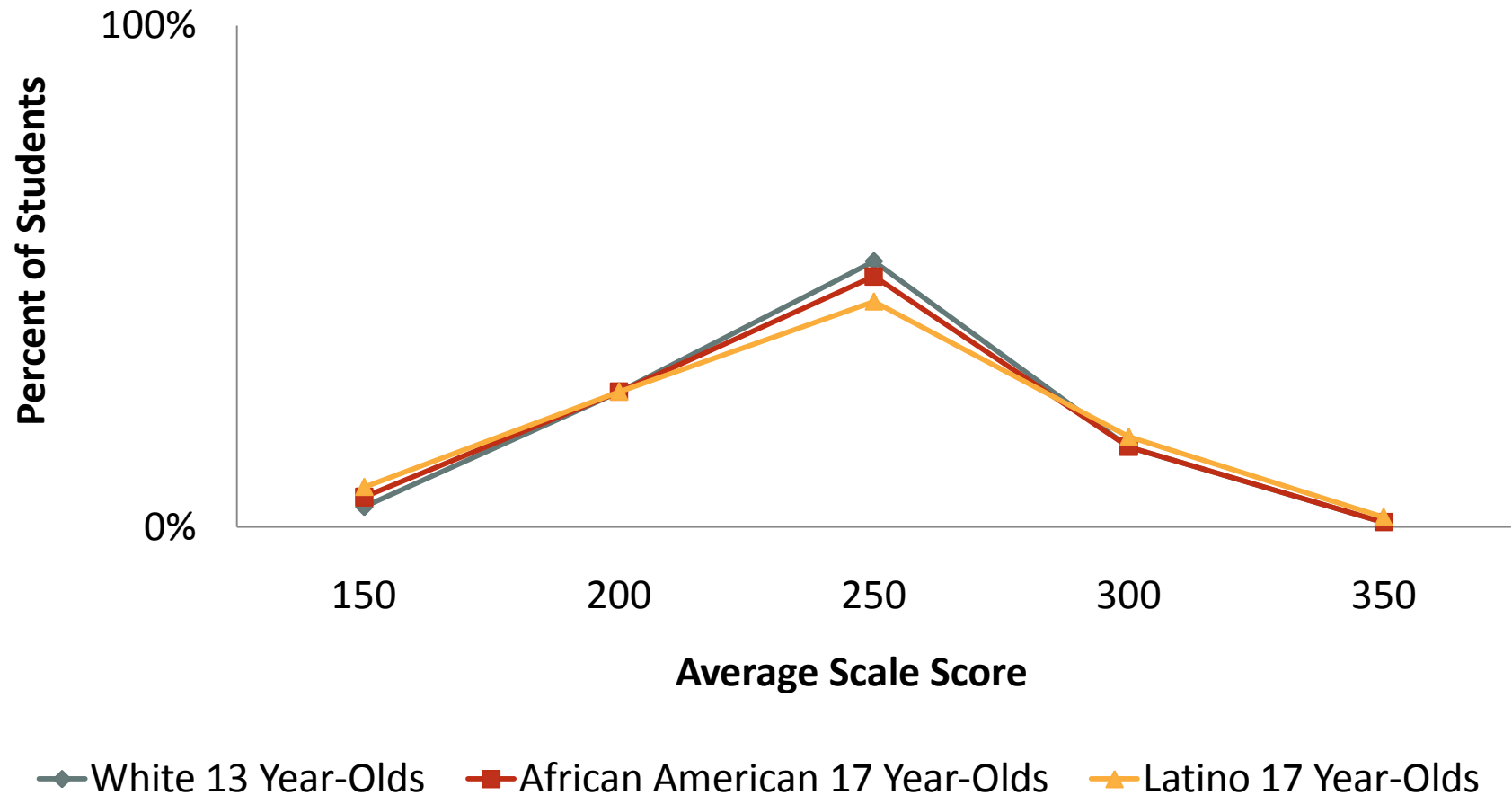
African American and Latino 17 Year-Olds Do Math at Same Levels As White 13 Year-Olds



Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress

African American and Latino 17 Year-Olds Read at Same Levels As White 13 Year-Olds



Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress

And these are the students who remain in school through 12th grade. Add those all up and throw in college entry and graduation, and...

Of Every 100 White Kindergartners:

94 Graduate from
high school or get
a GED

67 Complete at least
some college

37 Obtain at least a
Bachelor's Degree

(25-to 29-Year-Olds)

Source: US Department of Commerce, Bureau of the Census. March Current Population Surveys, 1971-2008, in The Condition of Education 2009. http://nces.ed.gov/programs/coe/2009/pdf/23_2009.pdf

Of Every 100 African American Kindergartners:

- 88** Graduate from High School or get a GED
- 51** Complete at Least Some College
- 20** Obtain at Least a Bachelor's Degree

(25-to 29-Year-Olds)

Of Every 100 Latino Kindergartners:

- 68** Graduate from high school or get a GED
- 36** Complete at least some college
- 12** Obtain at least a Bachelor's Degree

(25-to 29-Year-Olds)

Of Every 100 American Indian/Alaskan Native Kindergartners:

71 Graduate from
high school

30 Complete at least
some college

12 Obtain at least a
Bachelor's Degree

(25 Years Old and Older)

College Graduates by Age 24

Young People From High Income Families	75%
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Young People From Low Income Families	9%
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What Can We Do?

An awful lot of educators have decided that we can't do much.

What We Hear Many Educators Say:

- They're poor
- Their parents don't care
- They come to schools without breakfast
- Not enough books
- Not enough parents

But if they are right, why are low-income students and students of color performing so much higher in some schools...

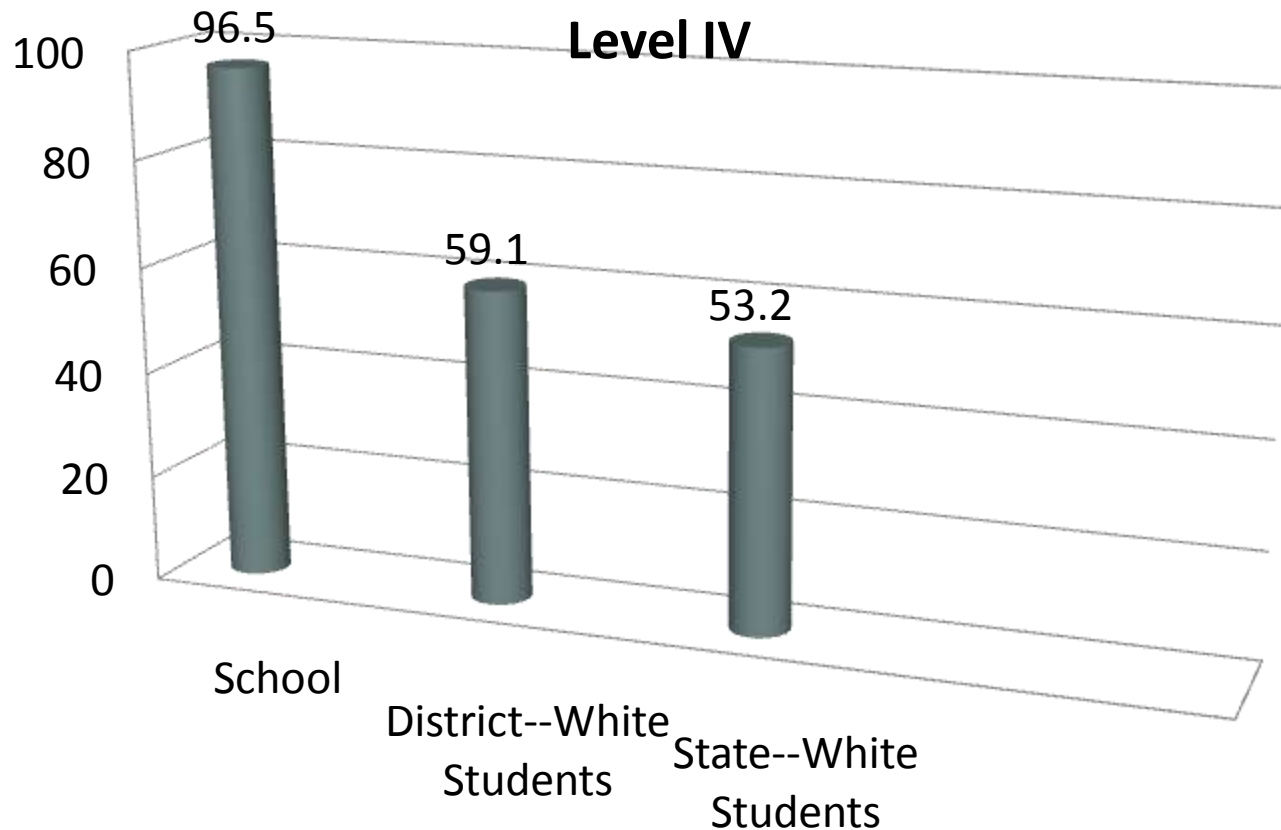
George Hall Elementary School

Mobile, AL

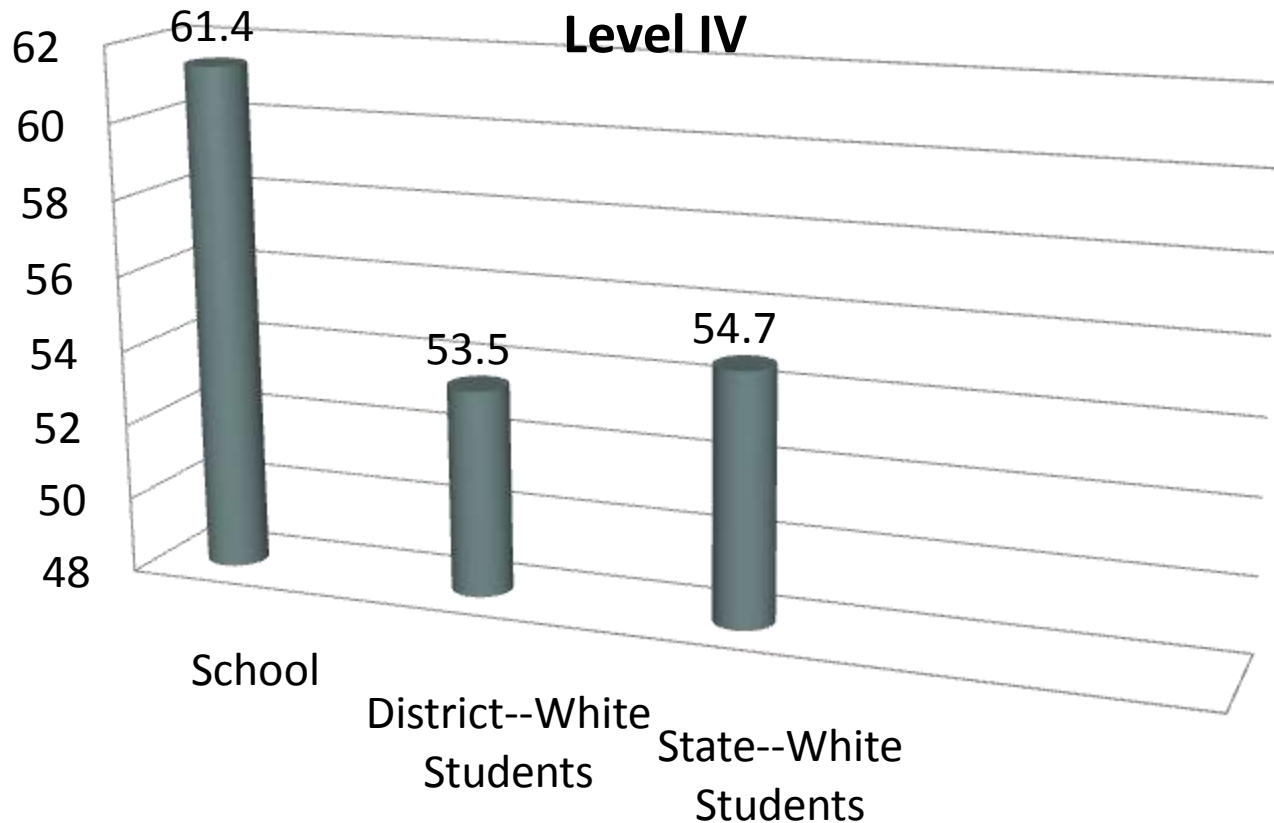
- 530 Students
- 100% African American
- 99% Low-Income

Four years ago, school was lowest performing in the district and among the bottom few in the state. District reconstituted—and restaffed.

George Hall Elementary, Grade 5 Math 2008



George Hall Elementary, Grade 5 Reading 2008



Frankford Elementary School



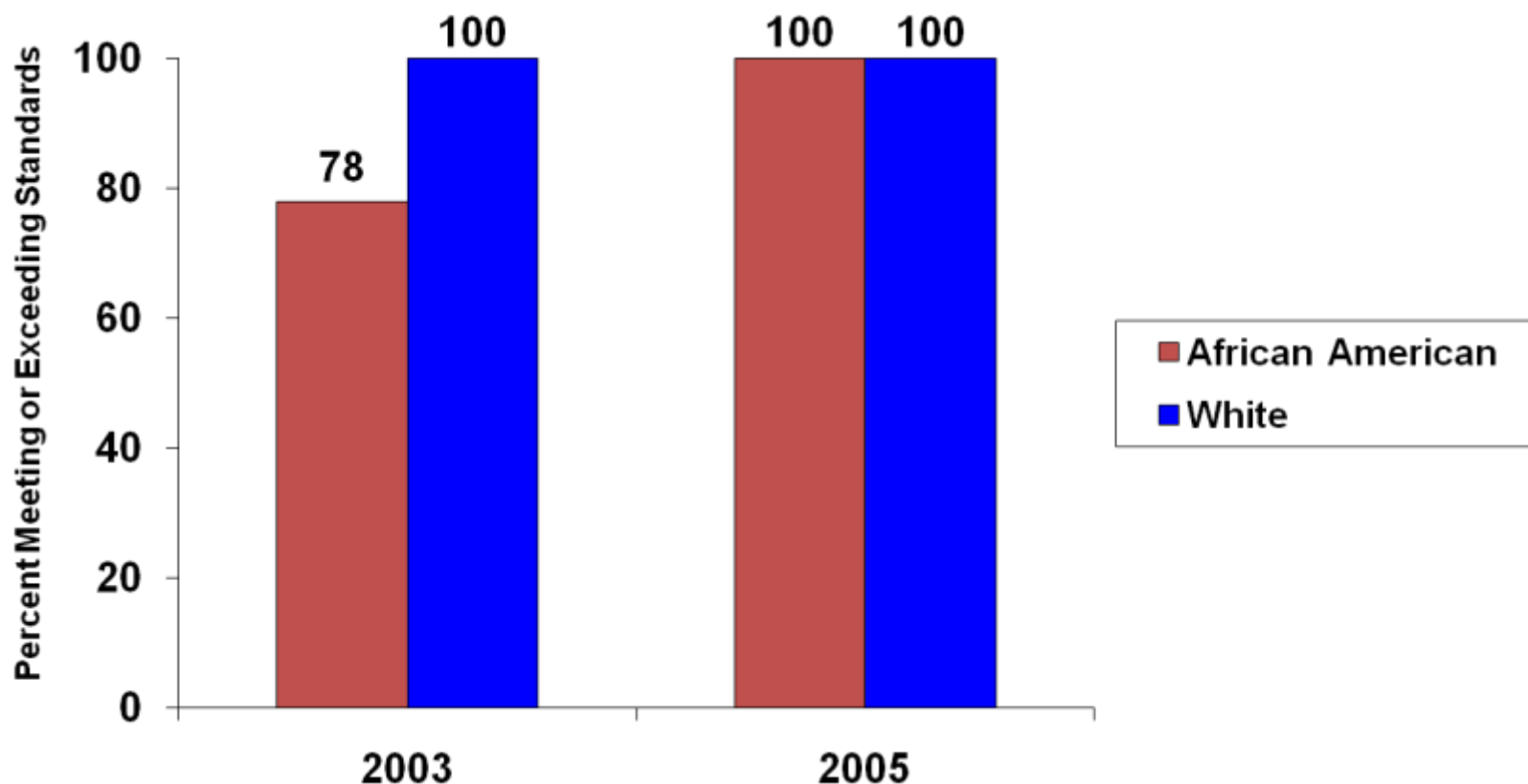
Frankford Elementary

Frankford, Delaware

- 449 Students in Grades PreK-5
- 29% African American
- 34% Latino
- 34% White
- 76% Low-Income

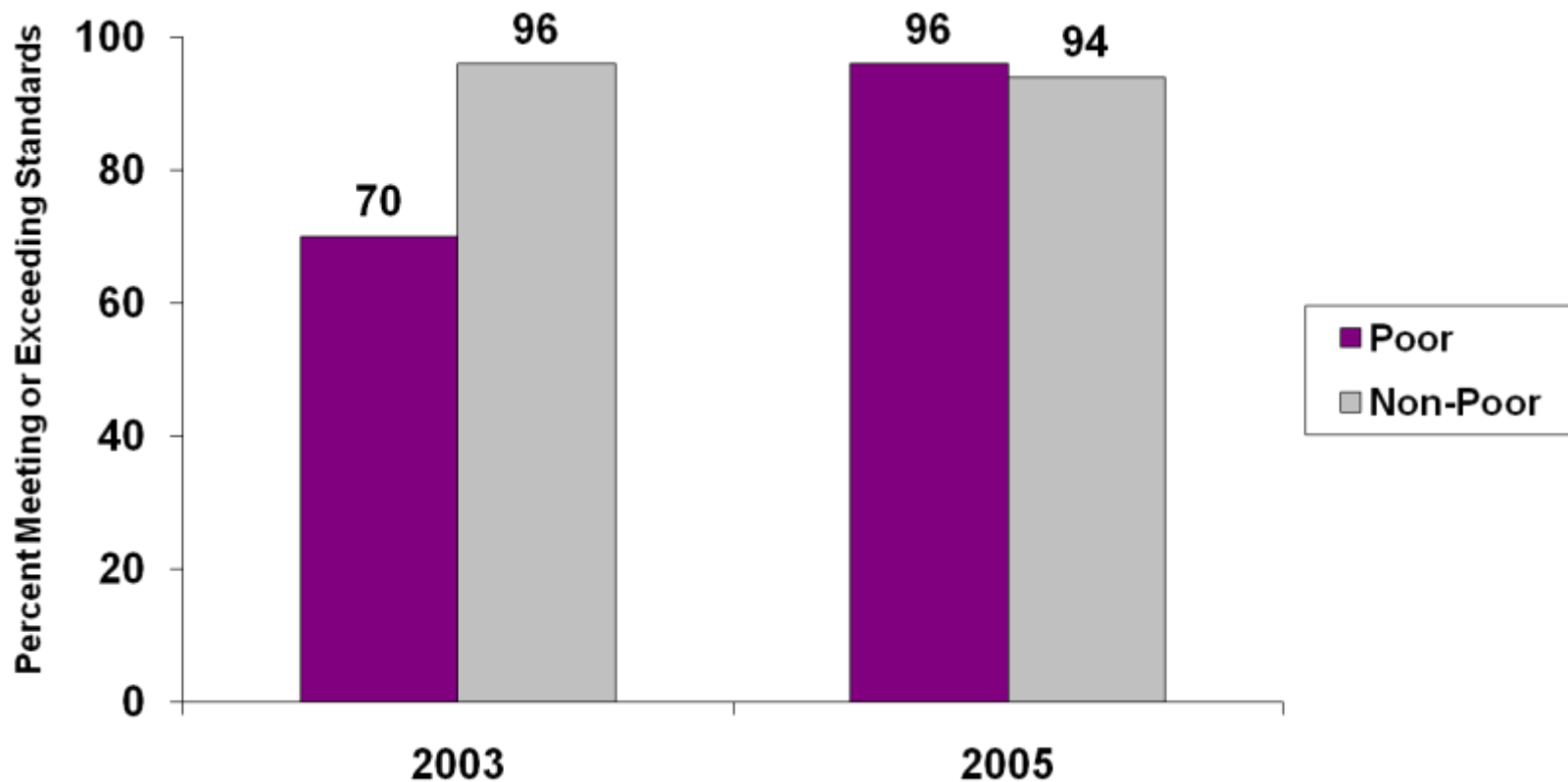
Frankford Elementary

Closing Gaps, Grade 5 Reading



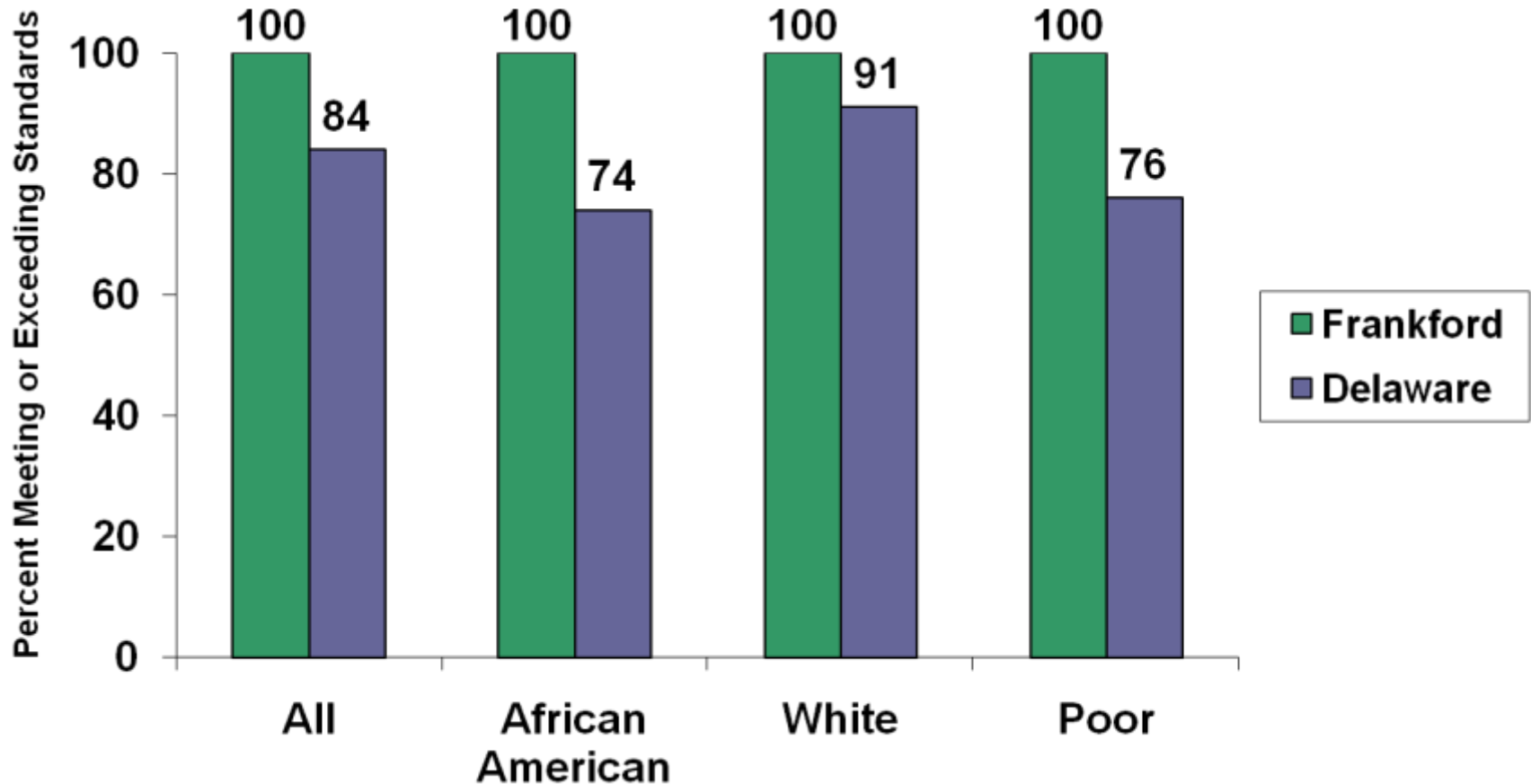
Frankford Elementary

Closing Gaps, Grade 5 Math



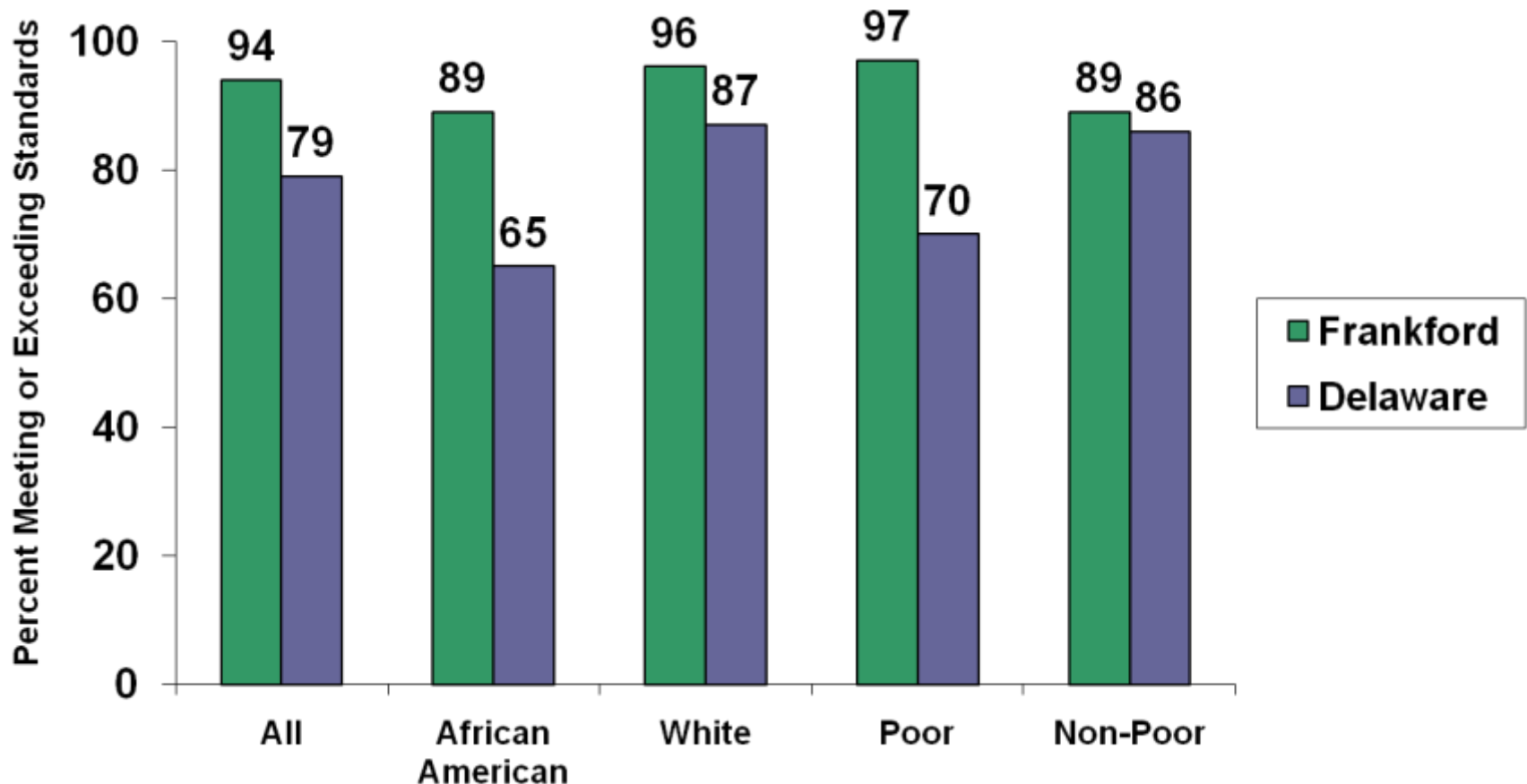
Frankford Elementary

Higher Proficiency Rates than the State, 2005 Grade 3 Reading

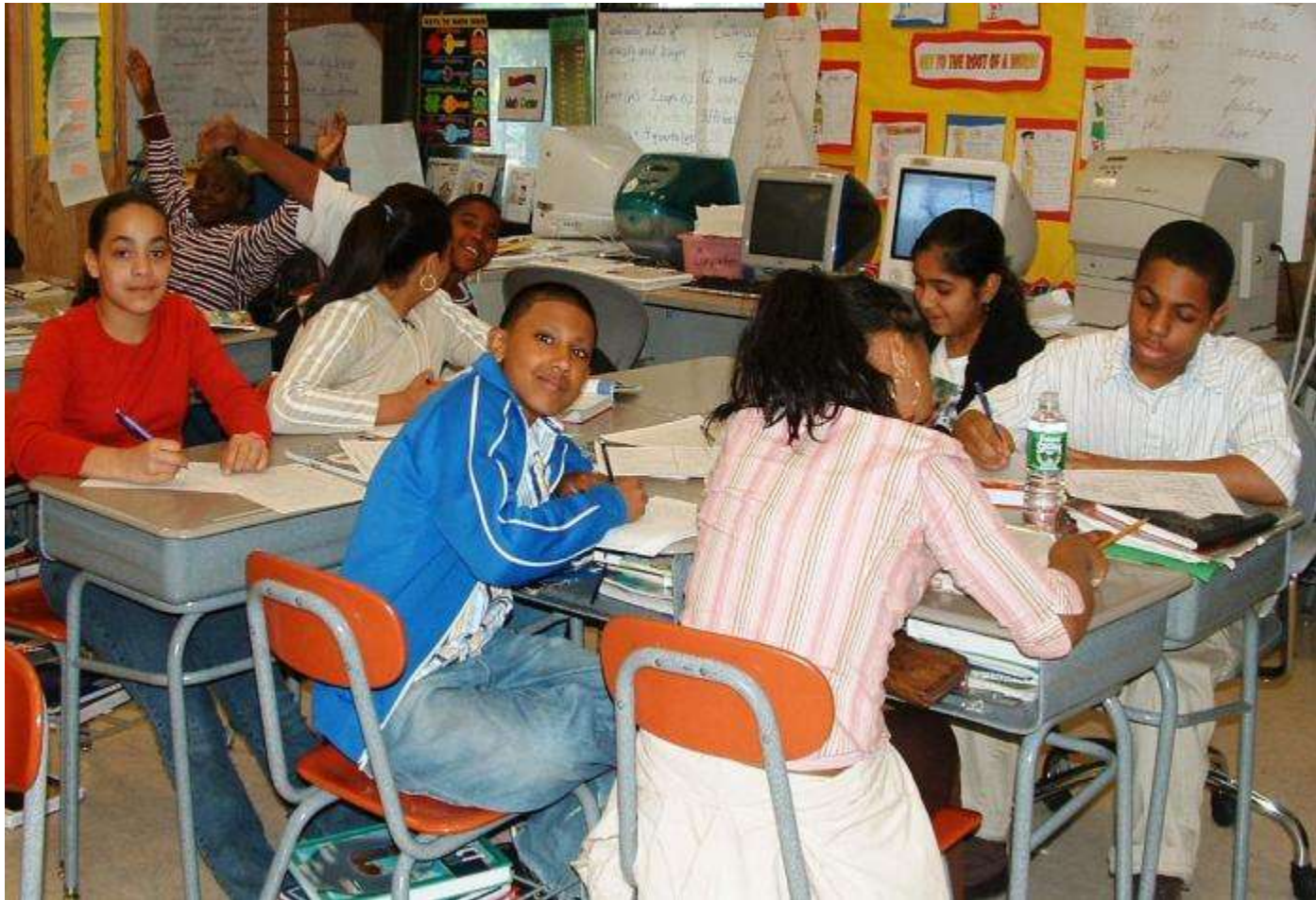


Frankford Elementary

Higher Proficiency Rates than the State, 2005 Grade 3 Math



Osmond A. Church School New York, New York



**Osmond A. Church School,
P.S./M.S. 124
Queens, NY**

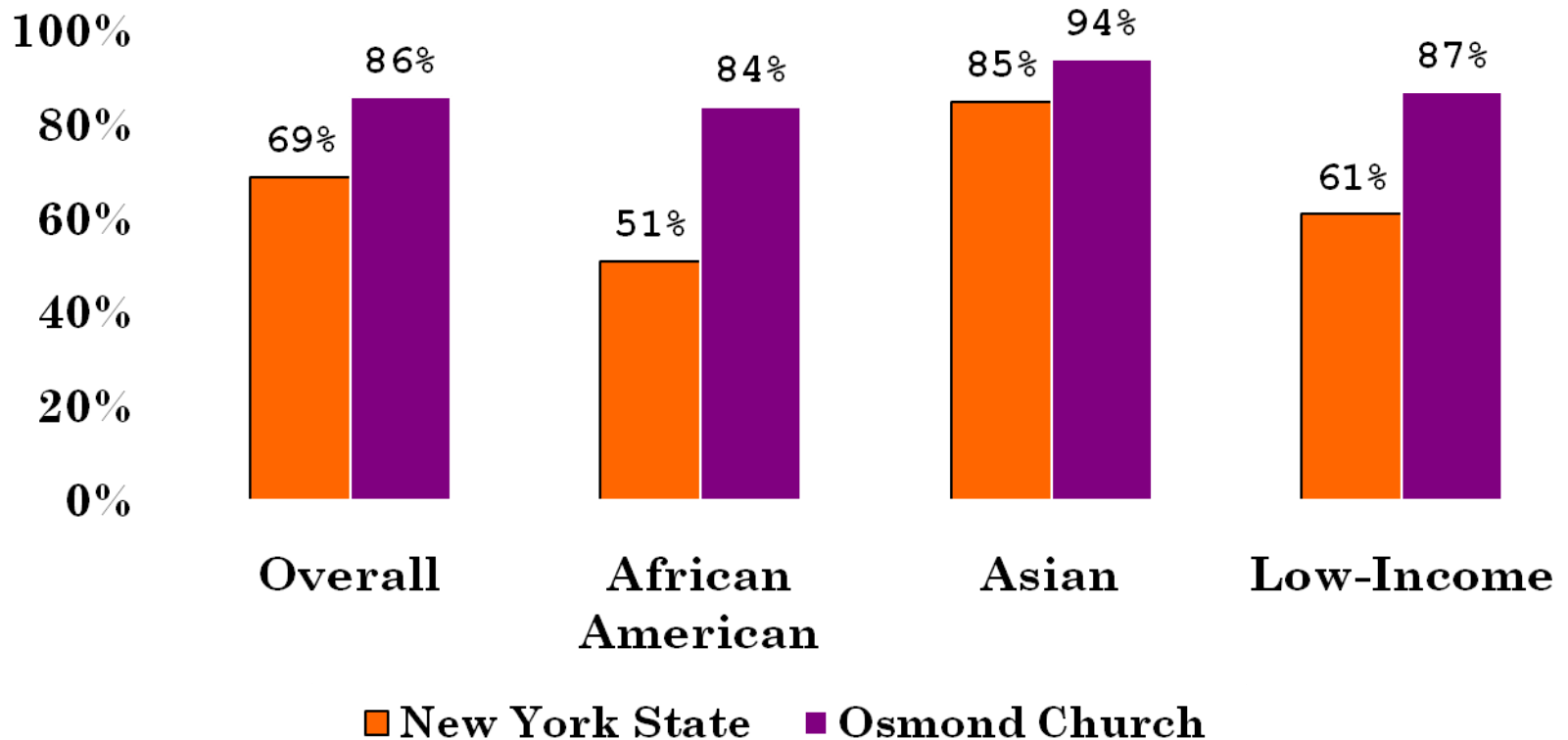
- ▶ 924 students in grades PK-7*
- ▶ 40% African American
- ▶ 33% Asian
- ▶ 23% Latino
- ▶ 97% Low-Income

*** In 2005-06**

Osmond A. Church School

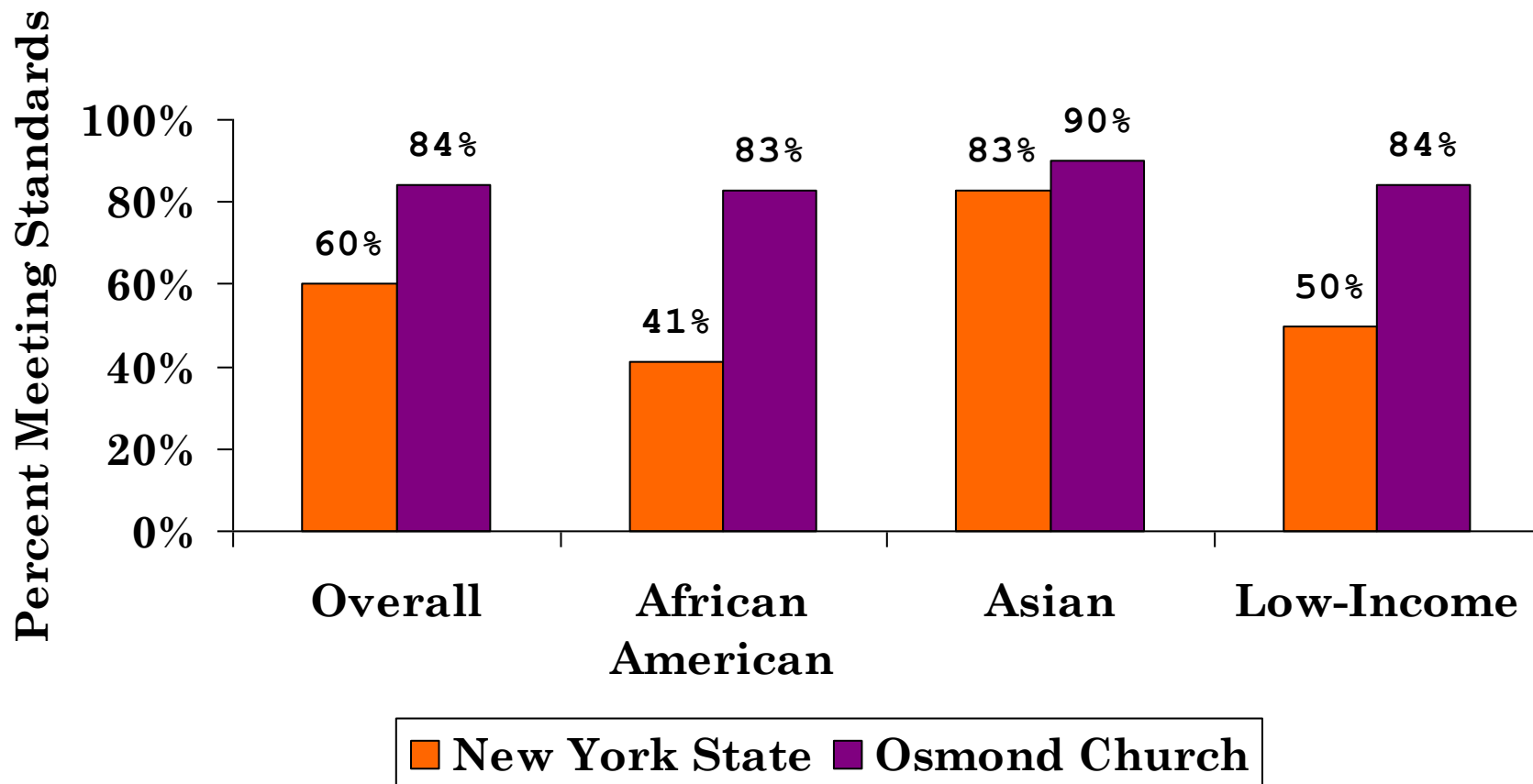
High Achievement for All

Grade 3 ELA (2006)



Osmond A. Church School High Achievement for All

Grade 6 Math (2006)



Elmont Memorial Junior-Senior High

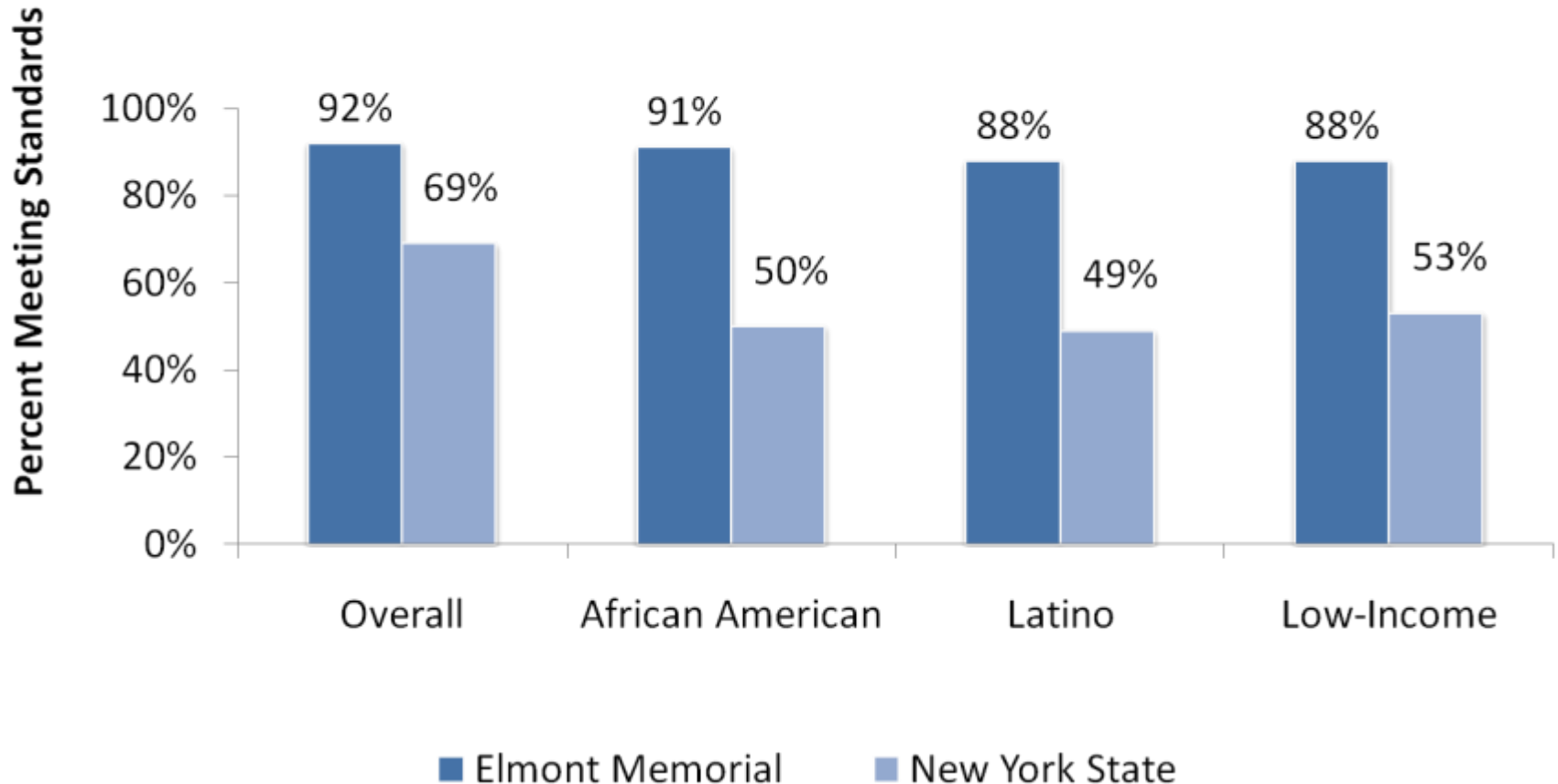
Elmont, New York

- 1,945 students in grades 7-12
 - 77% African American
- 27% Low-Income



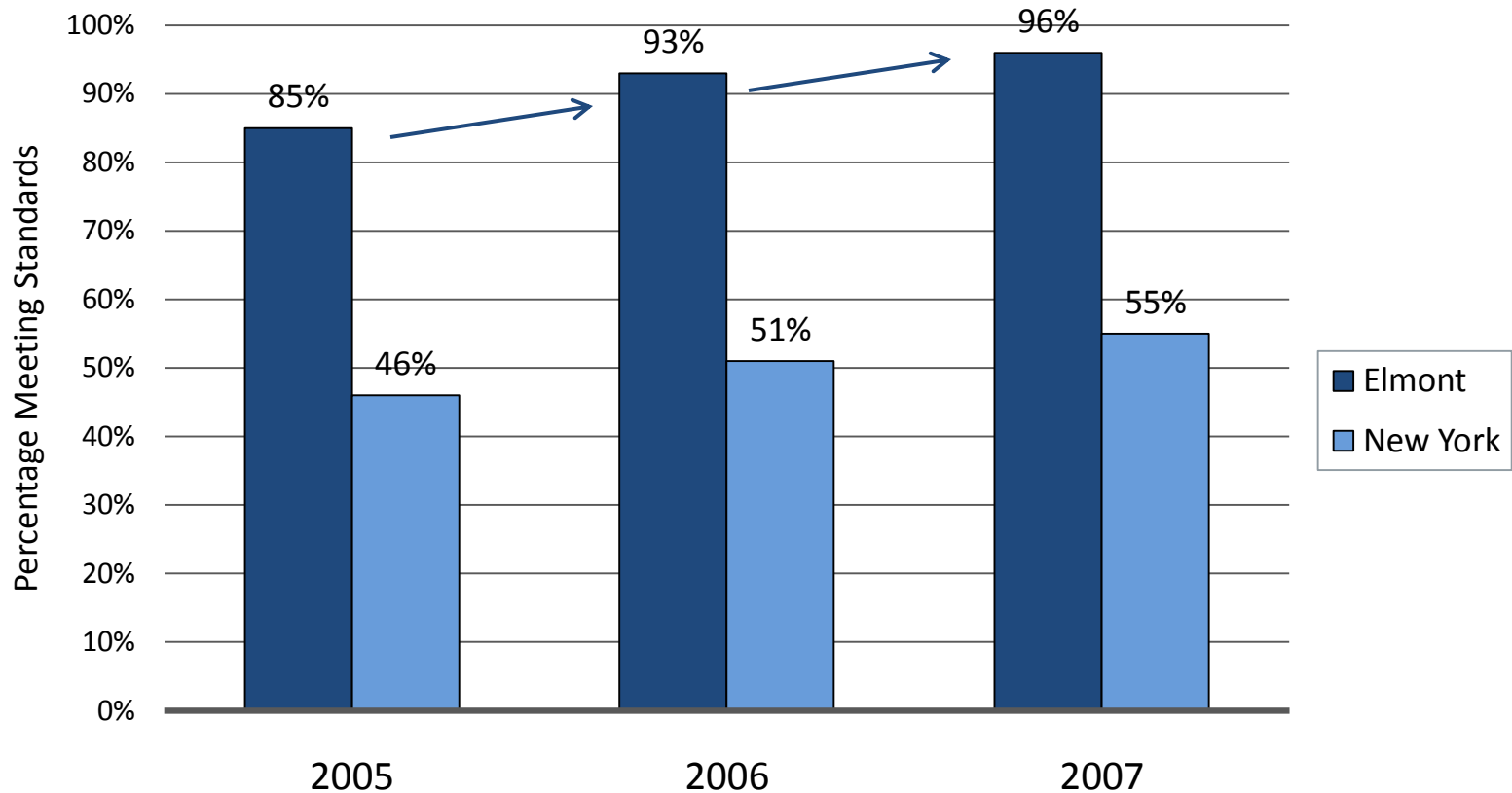
Source: New York Department of Education

Elmont: Out-Performing the State Secondary-Level English (2006)

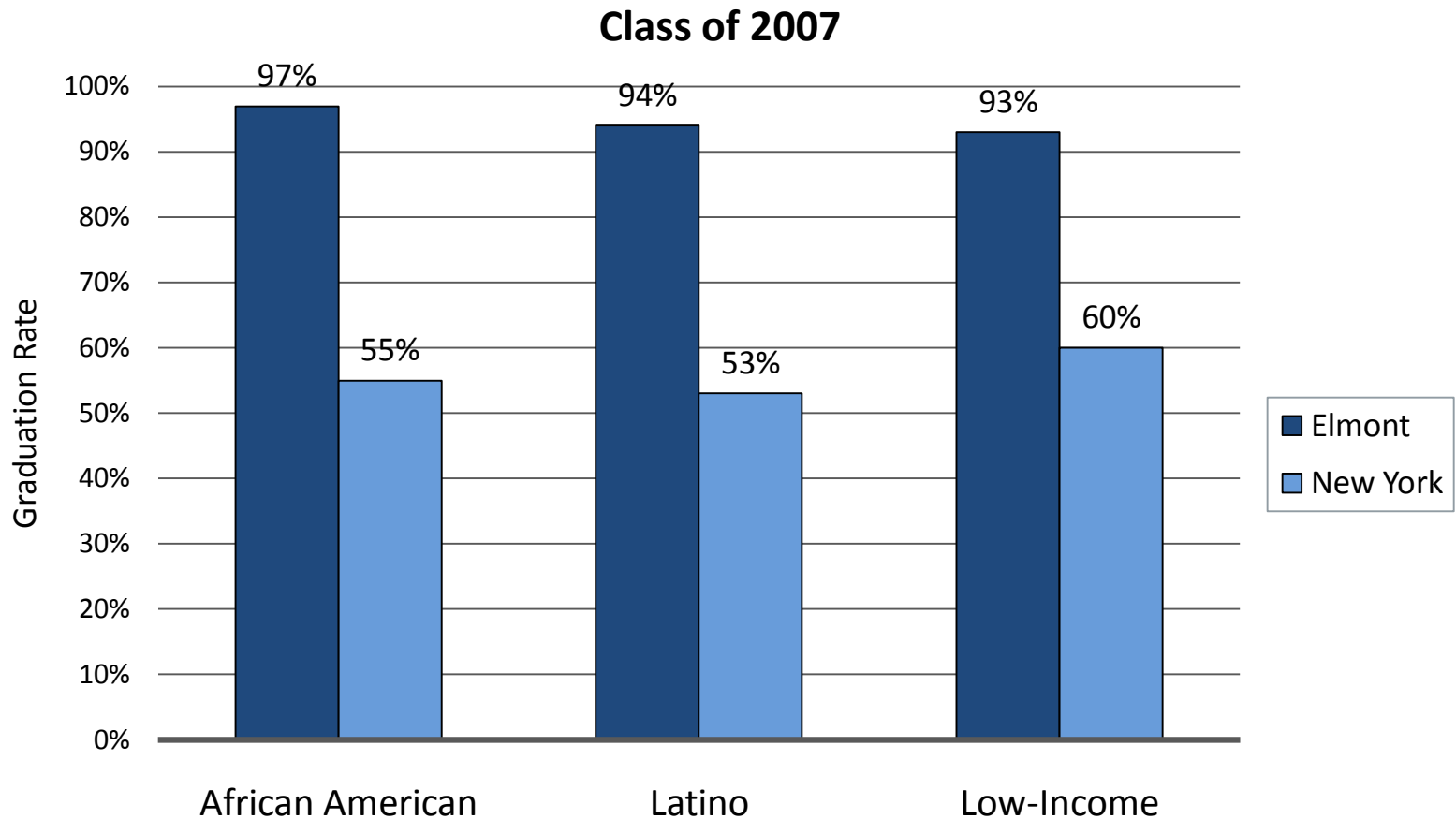


Improvement and High Performance at Elmont Memorial Junior-Senior High

African-American Students – Secondary-Level Math



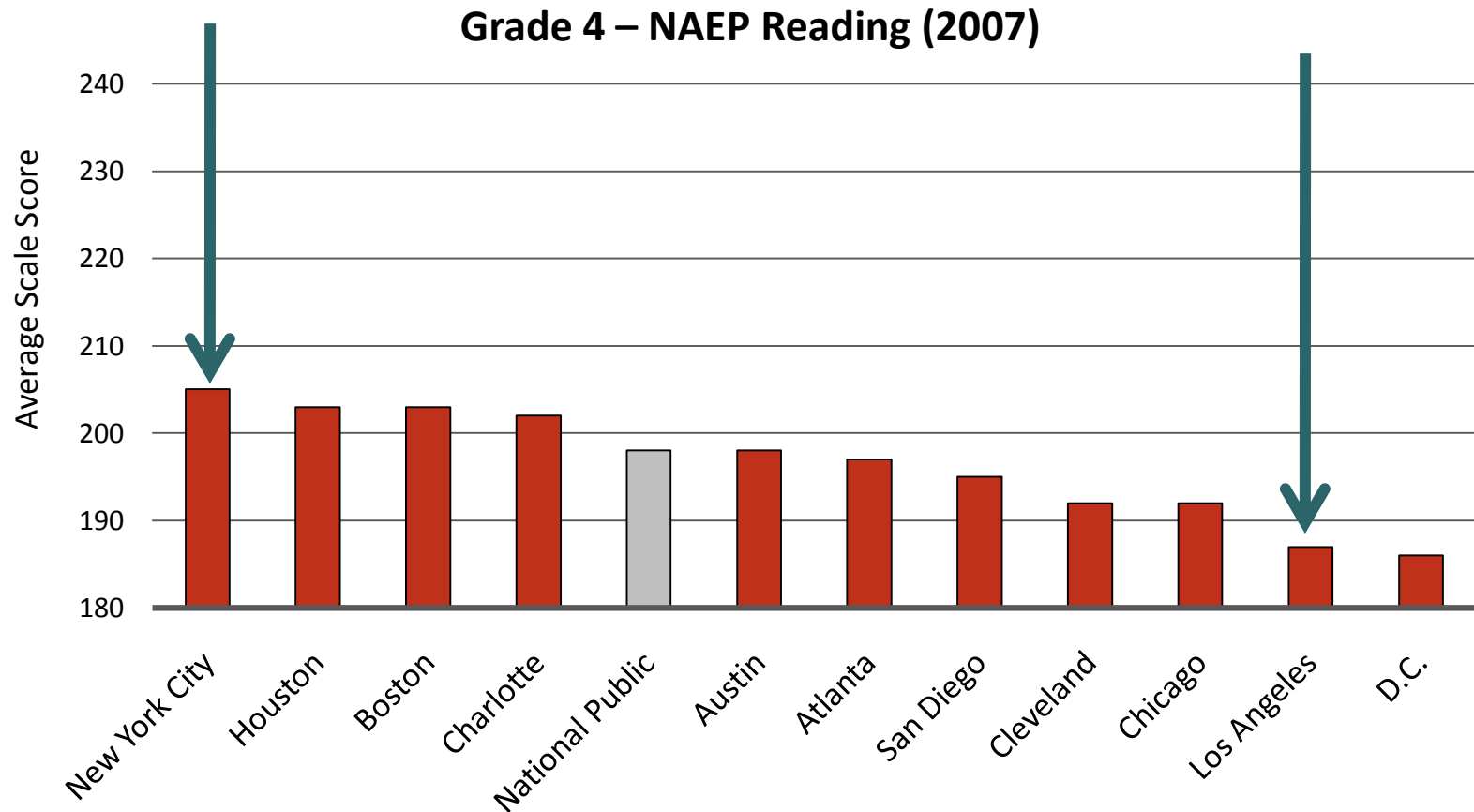
More Students Graduate at Elmont Memorial Junior-Senior High



Source: New York Department of Education

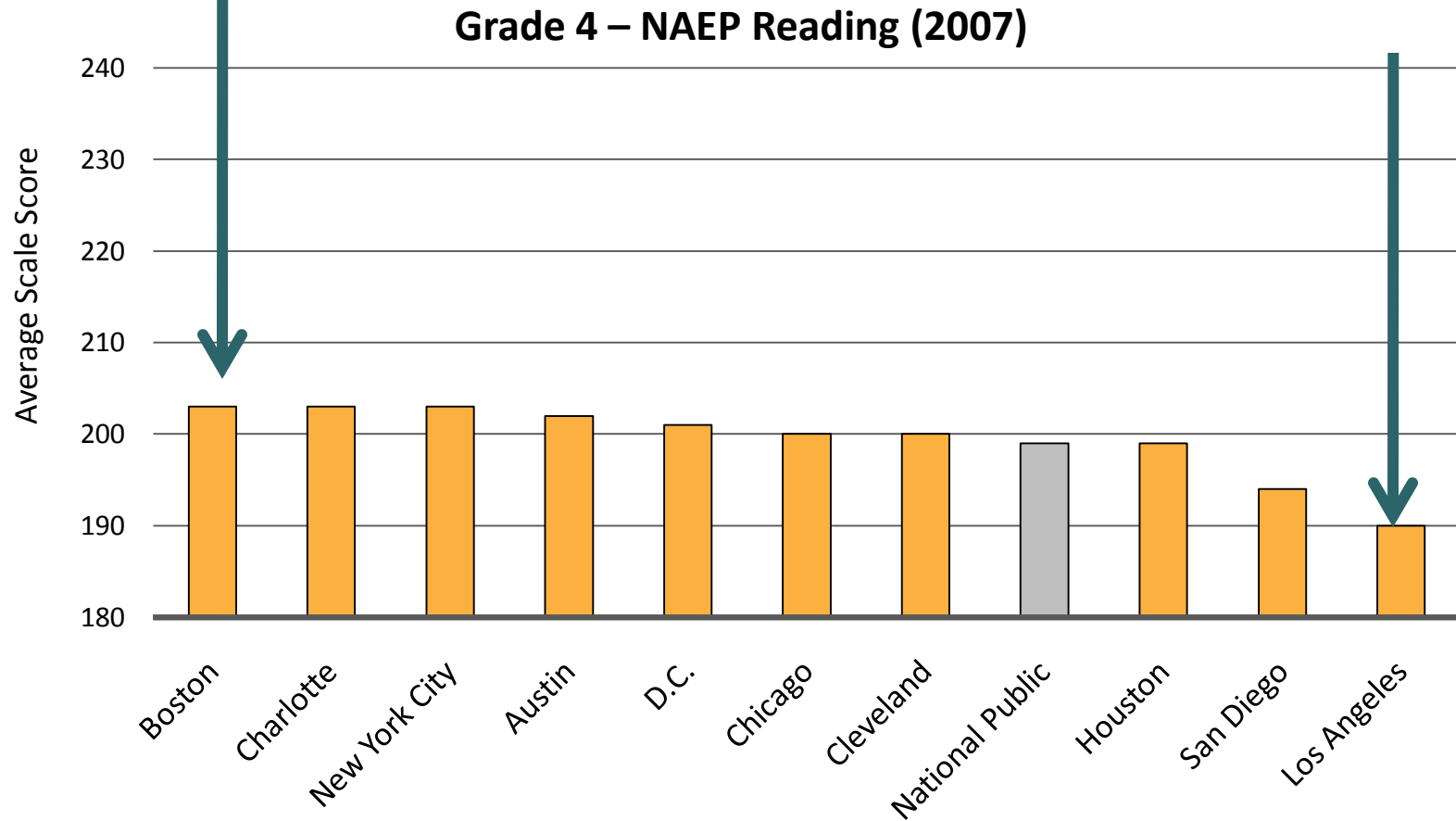
Very big differences at district level,
too—even in the performance of the
“same” group of students.

Low-Income African American Scale Scores



Source: NAEP Data Explorer, NCES

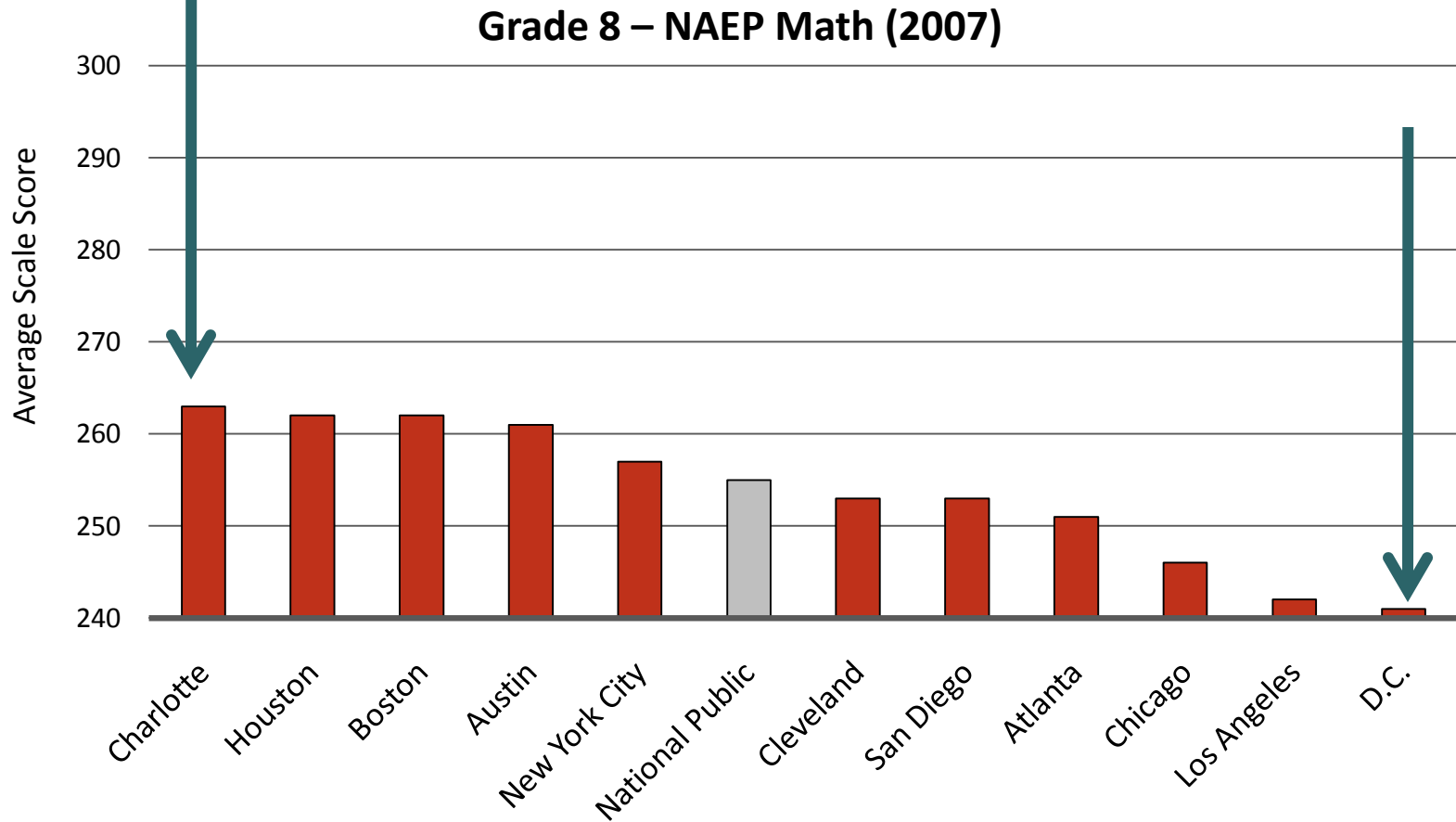
Low-Income Latino Scale Scores



Note: Latino scores are not available for Atlanta.

Source: NAEP Data Explorer, NCES

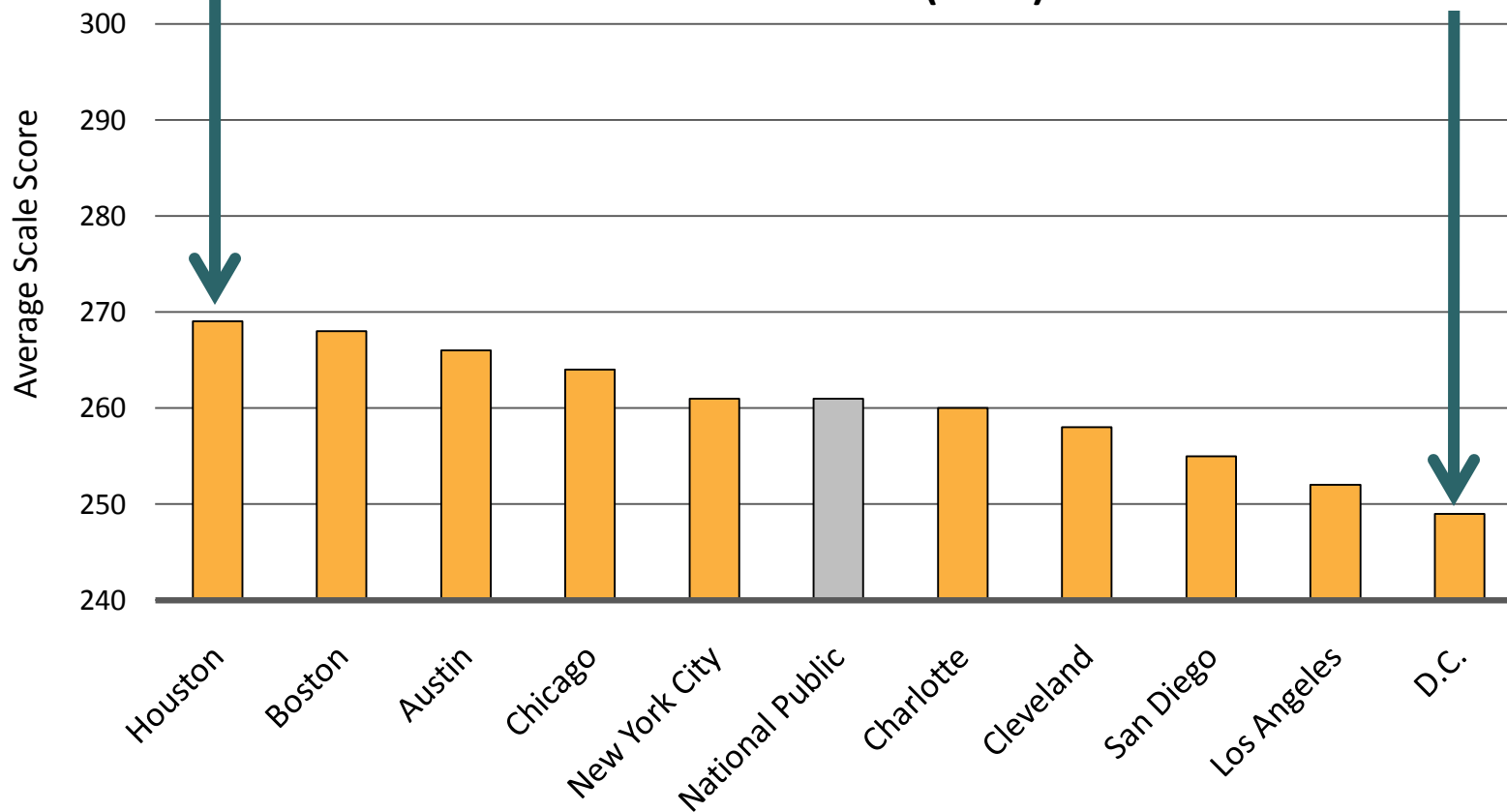
Low-Income African American Scale Scores



Source: NAEP Data Explorer, NCES

Low-Income Latino Scale Scores

Grade 8 – NAEP Math (2007)



Note: Latino scores are not available for Atlanta.

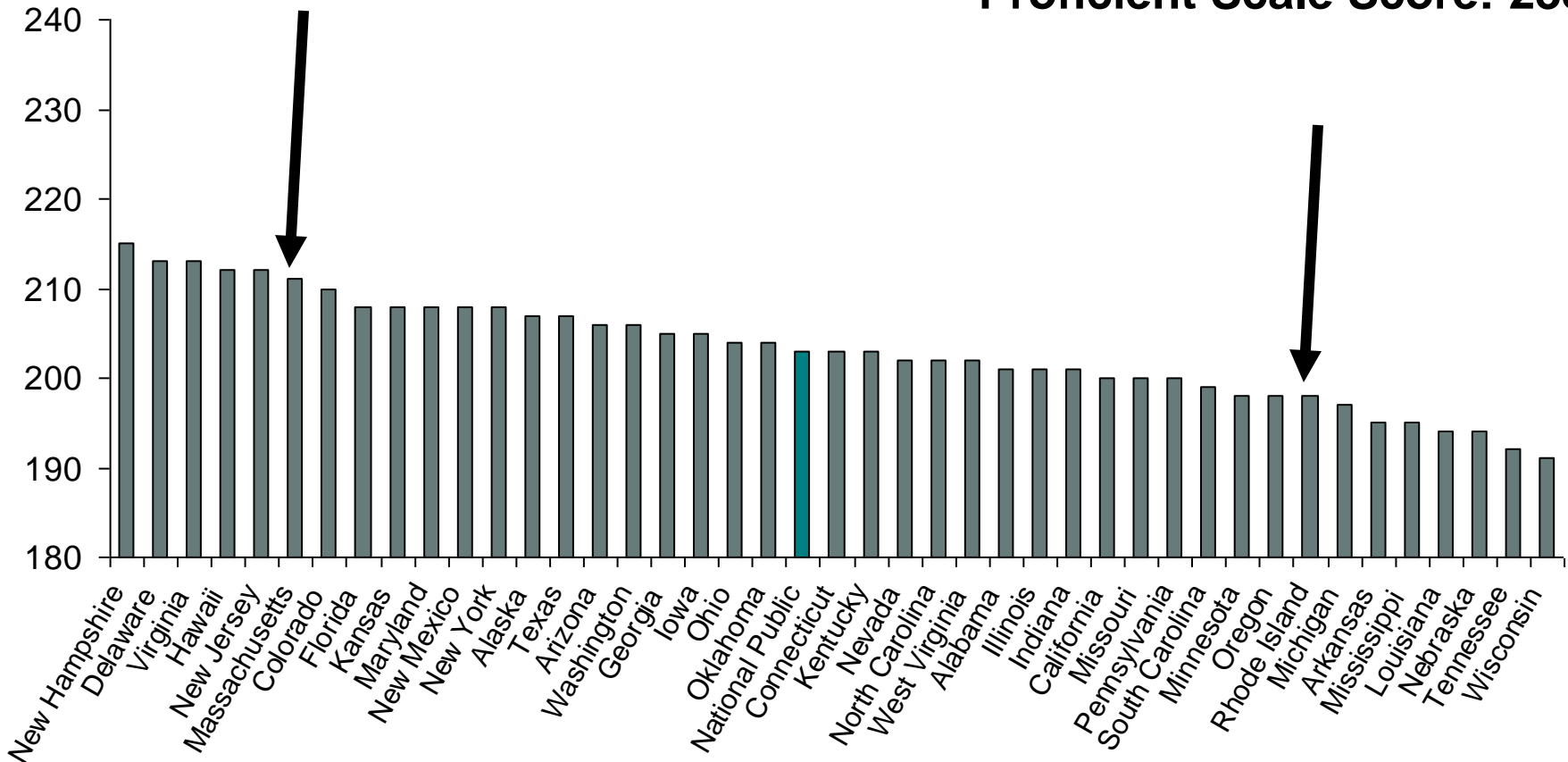
Source: NAEP Data Explorer, NCES

Even big differences in whole
states

2007 NAEP Grade 4 Reading

Average African American Scale Scores by State

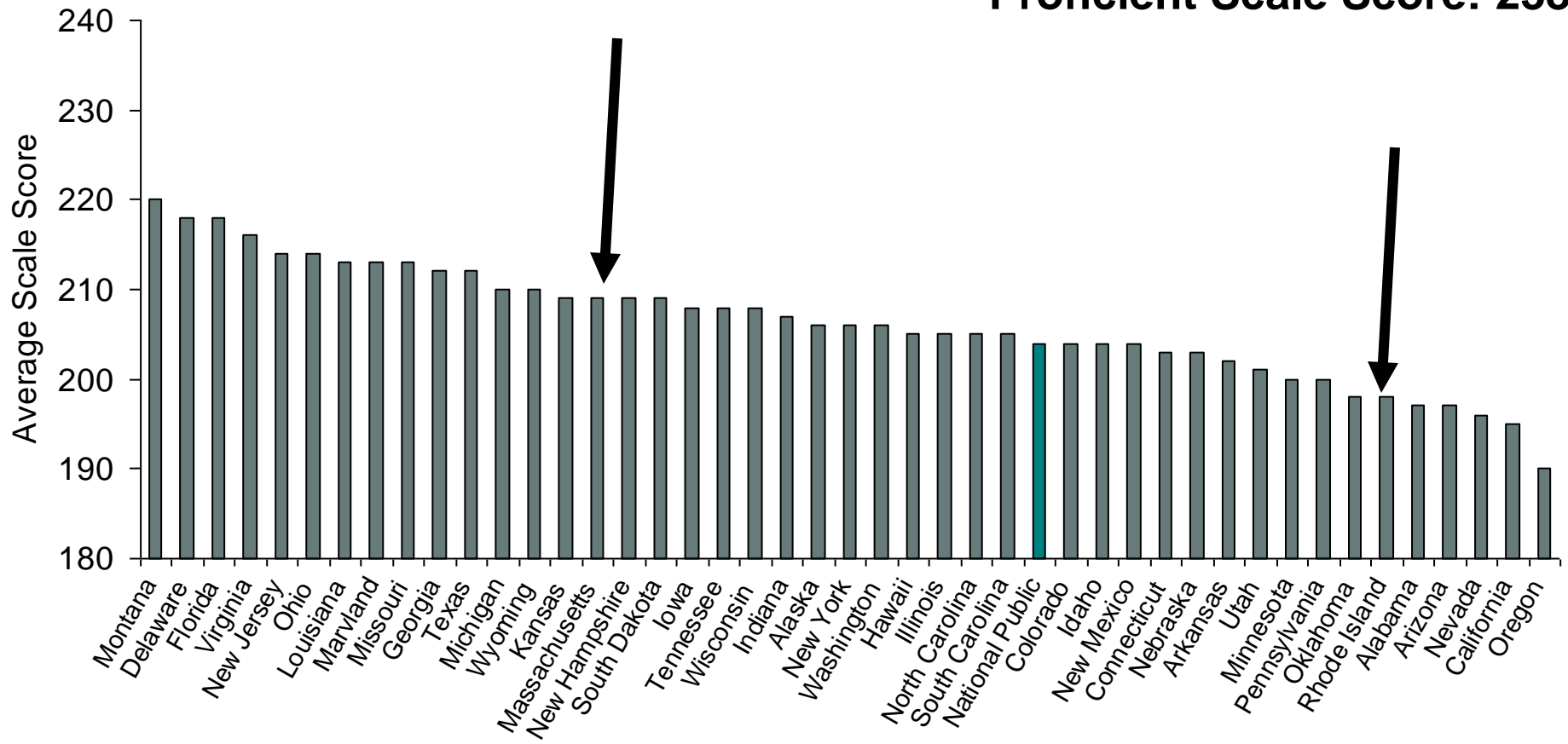
Proficient Scale Score: 238



2007 NAEP Grade 4 Reading

Average Latino Scale Scores by State

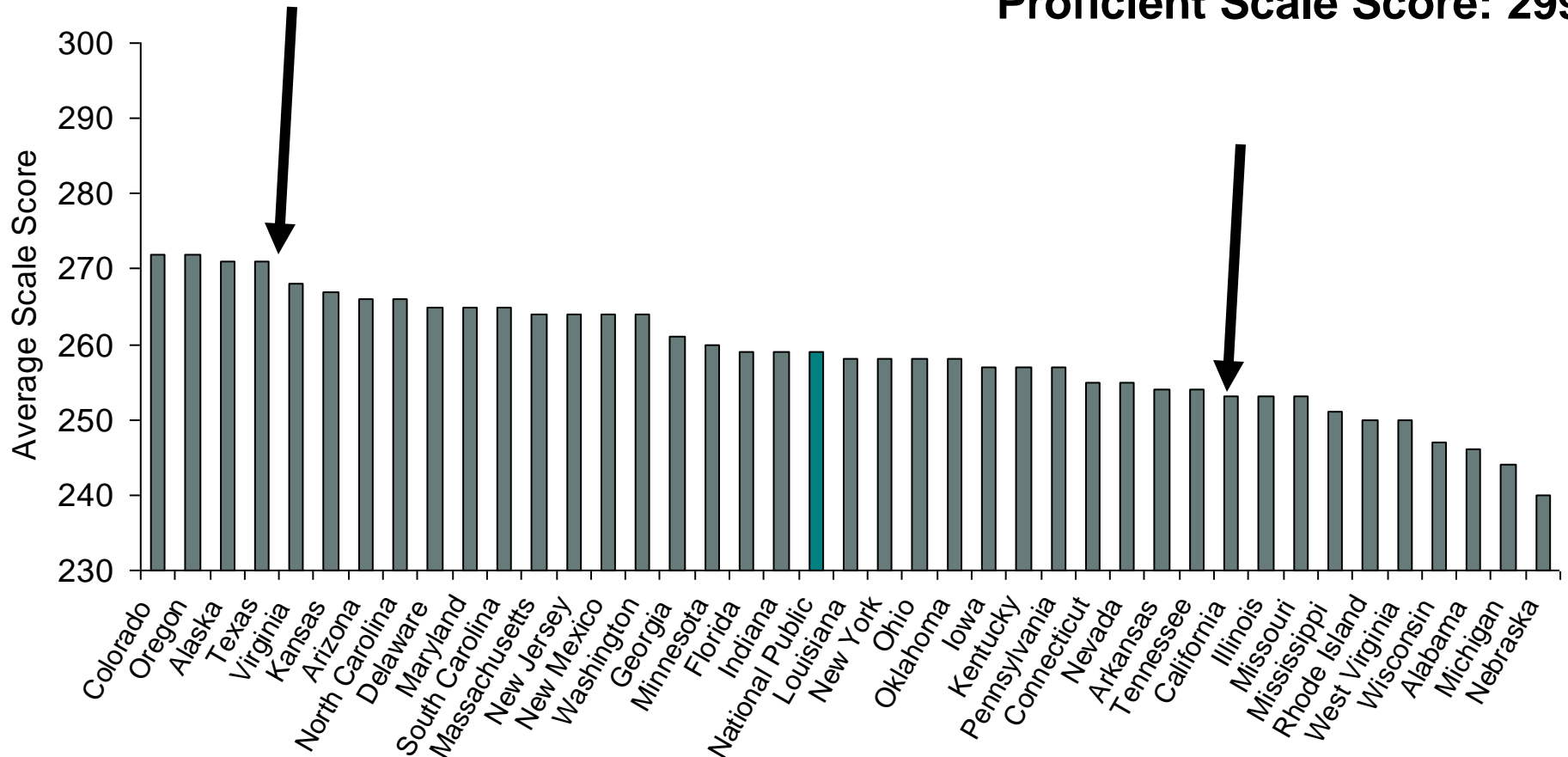
Proficient Scale Score: 238



2007 NAEP Grade 8 Math

Average African American Scale Scores by State

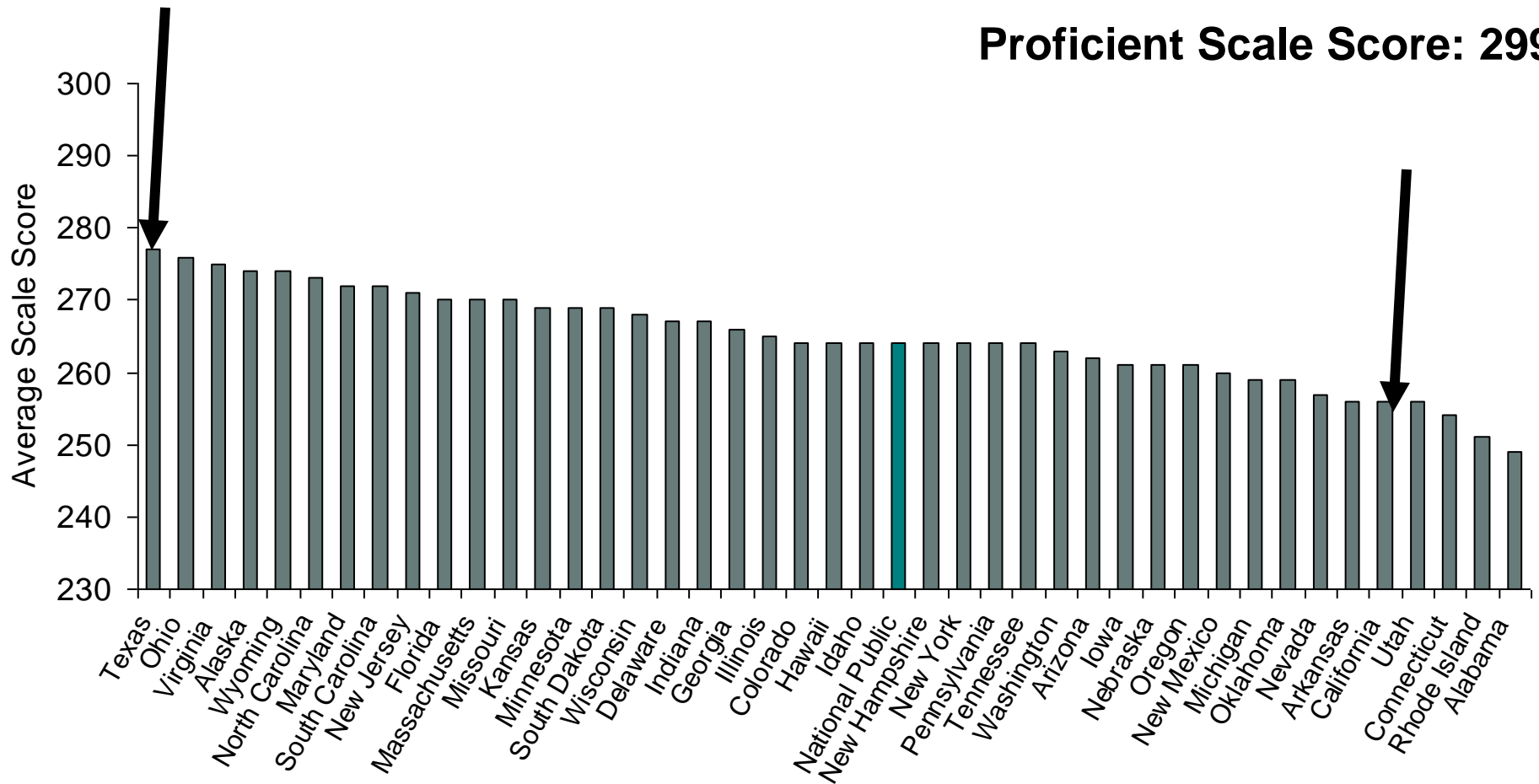
Proficient Scale Score: 299



2007 NAEP Grade 8 Math

Average Latino Scale Scores by State

Proficient Scale Score: 299

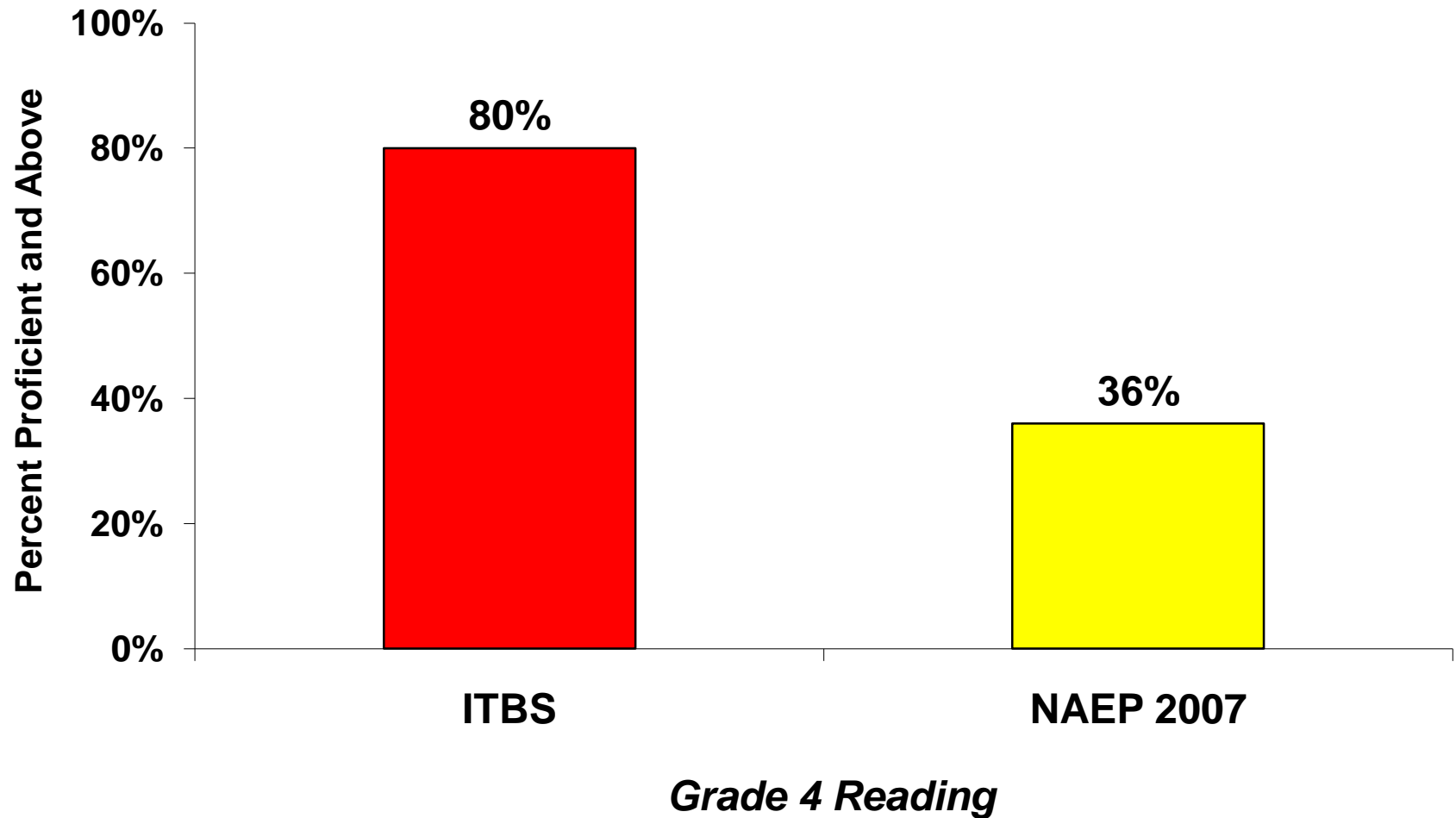


Bottom Line:

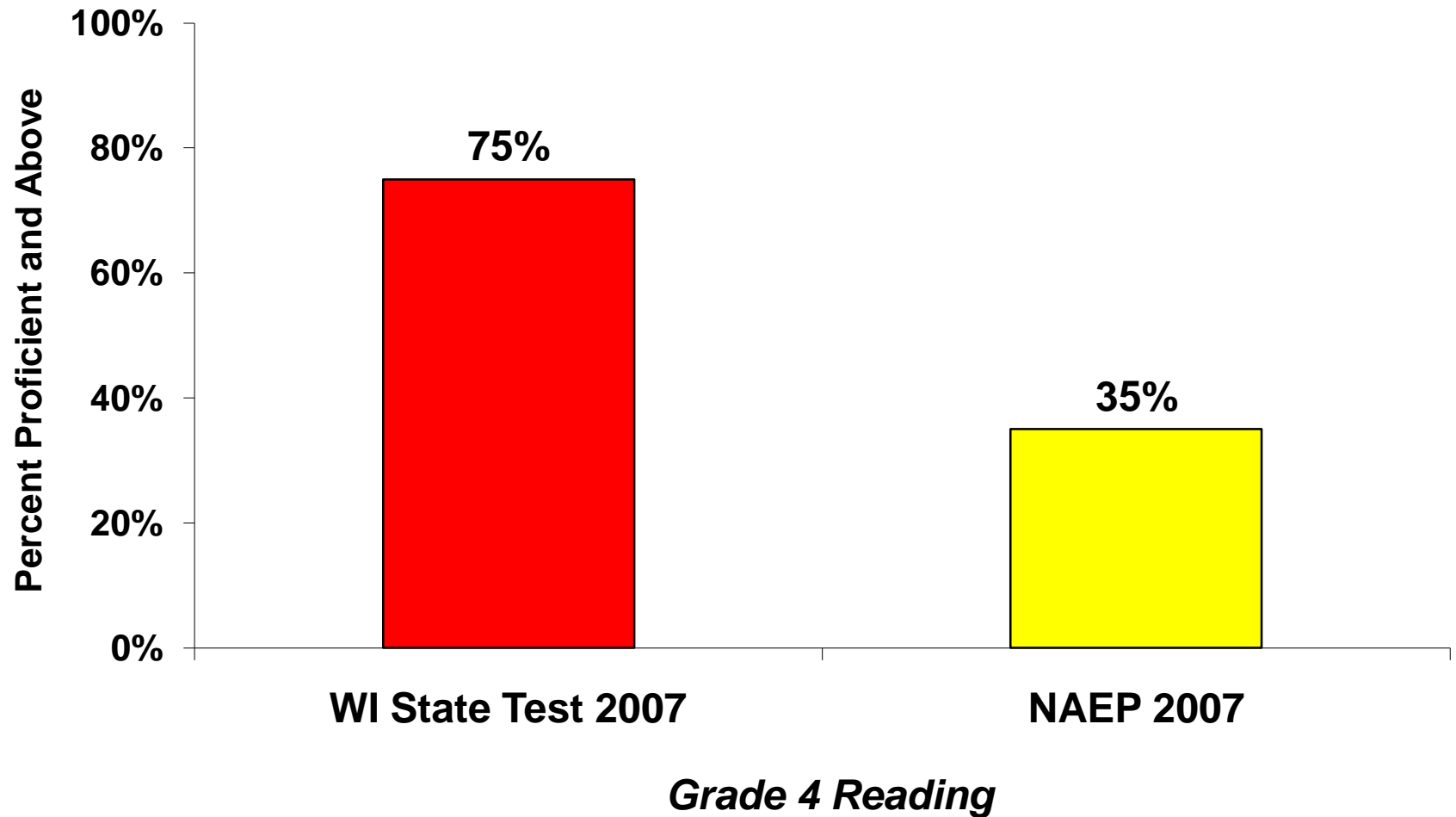
At every level of education,
what we do matters a lot!

IOWA?

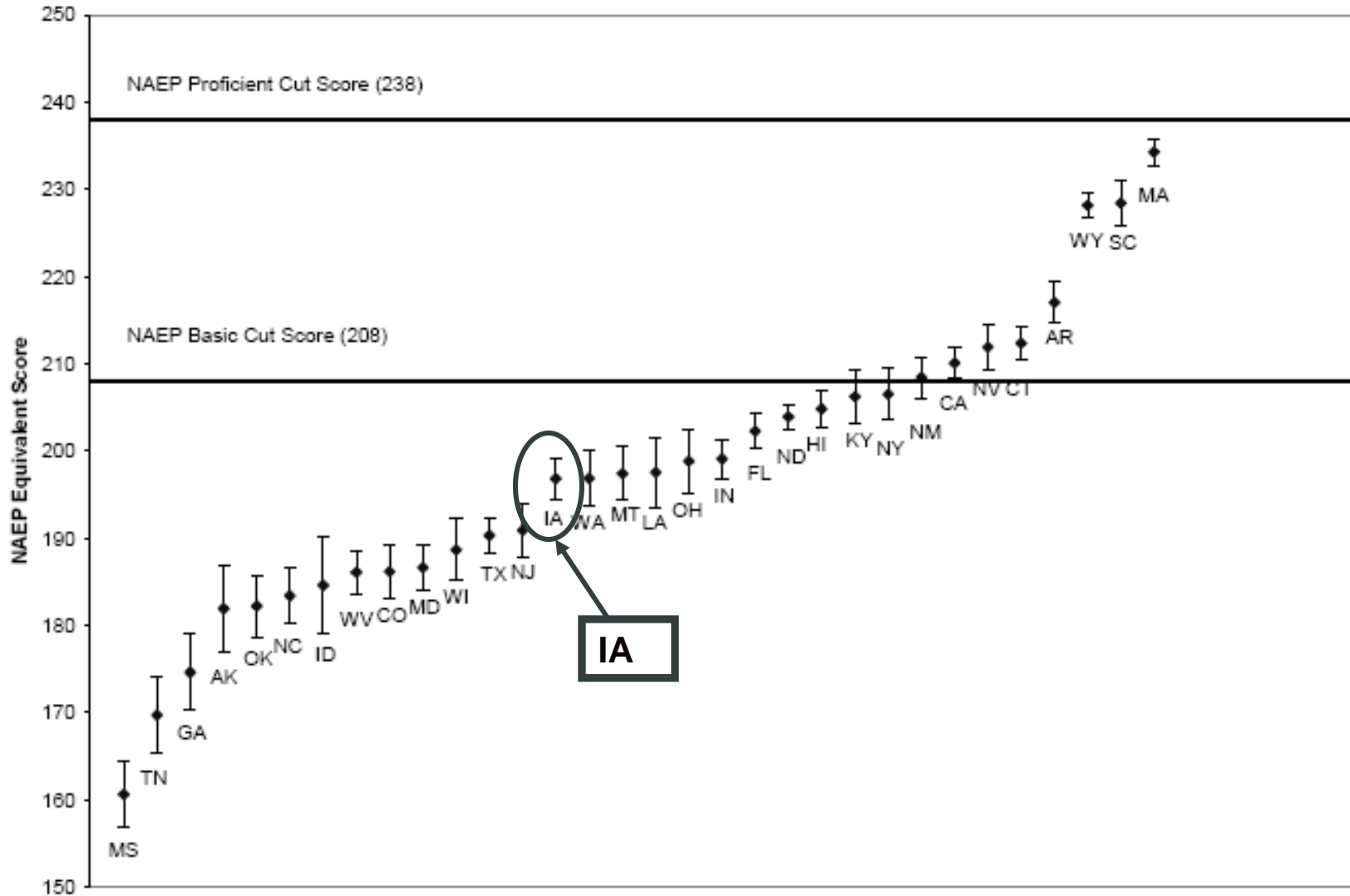
Iowa: Student Performance on State ITBS vs. National Assessment: Grade 4 Reading



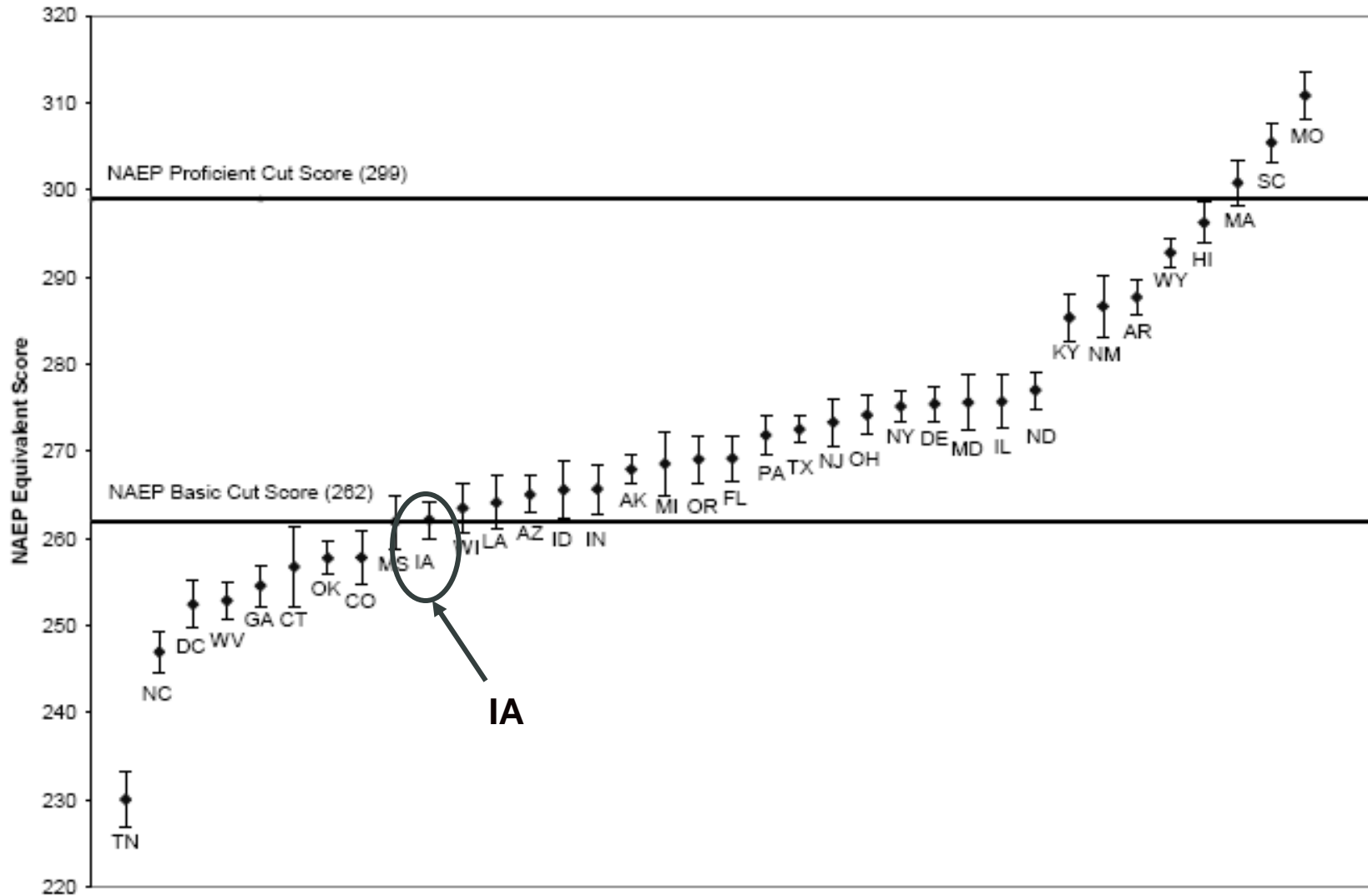
IOWA: Student Performance on State Exams vs. National Assessment: Grade 8 Math



NAEP Score Equivalents of States' Proficiency Standards, Grade 4 Reading, 2005

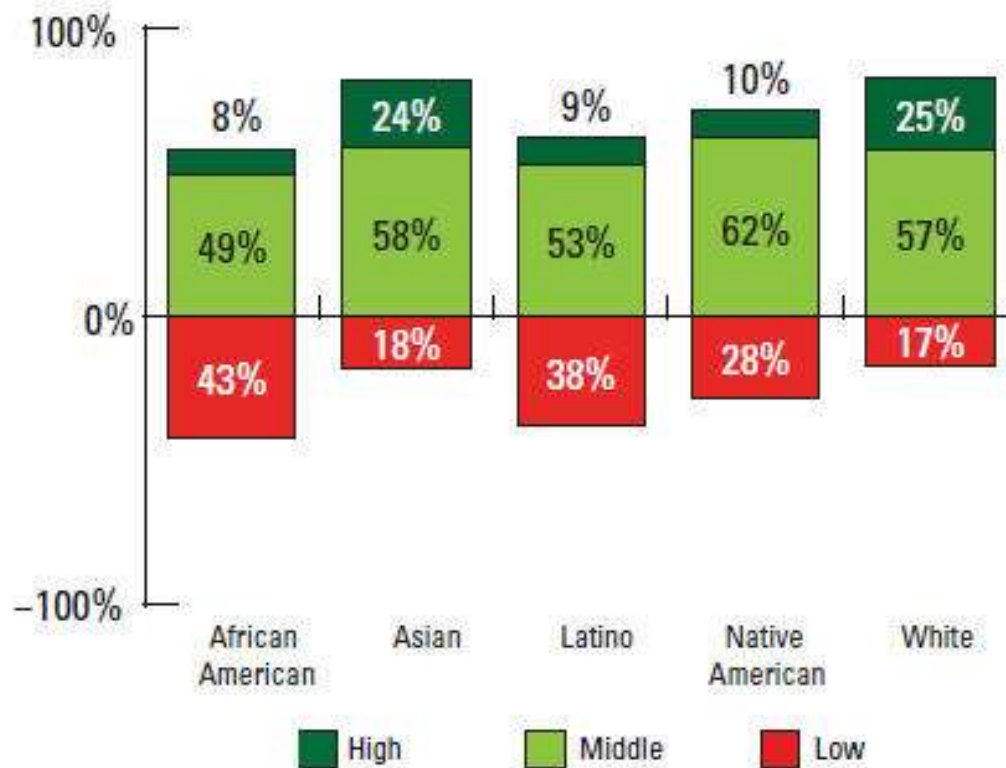


NAEP Score Equivalents of States' Proficiency Standards, Grade 8 Math, 2005



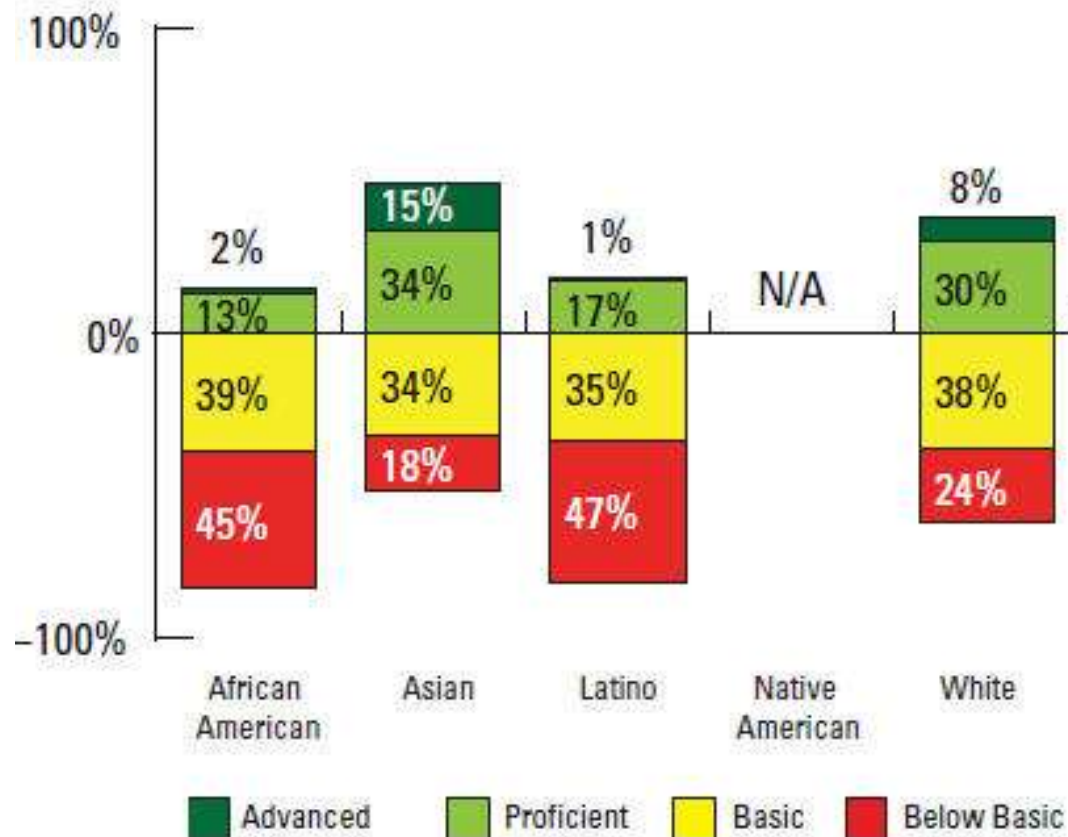
Iowa: State Test Results By Group

2007 Iowa Test of Basic Skills Grade 4 Reading



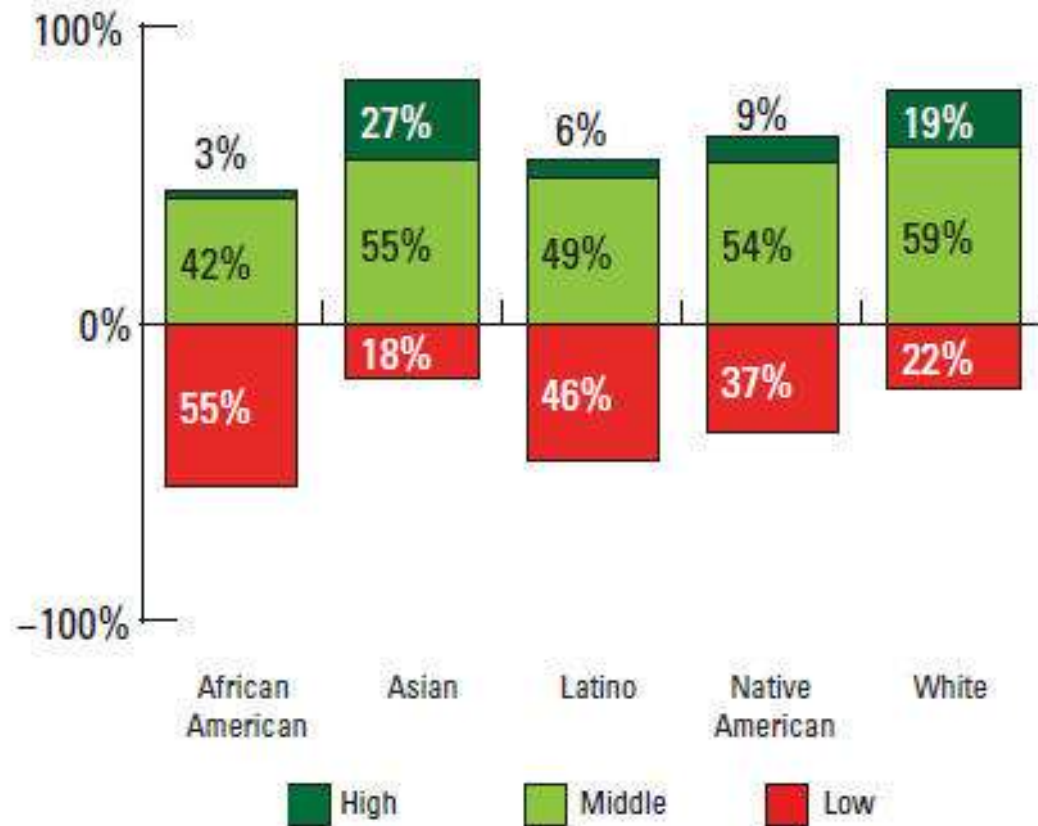
Iowa Students on NAEP

2007 NAEP—Iowa Grade 4 Reading



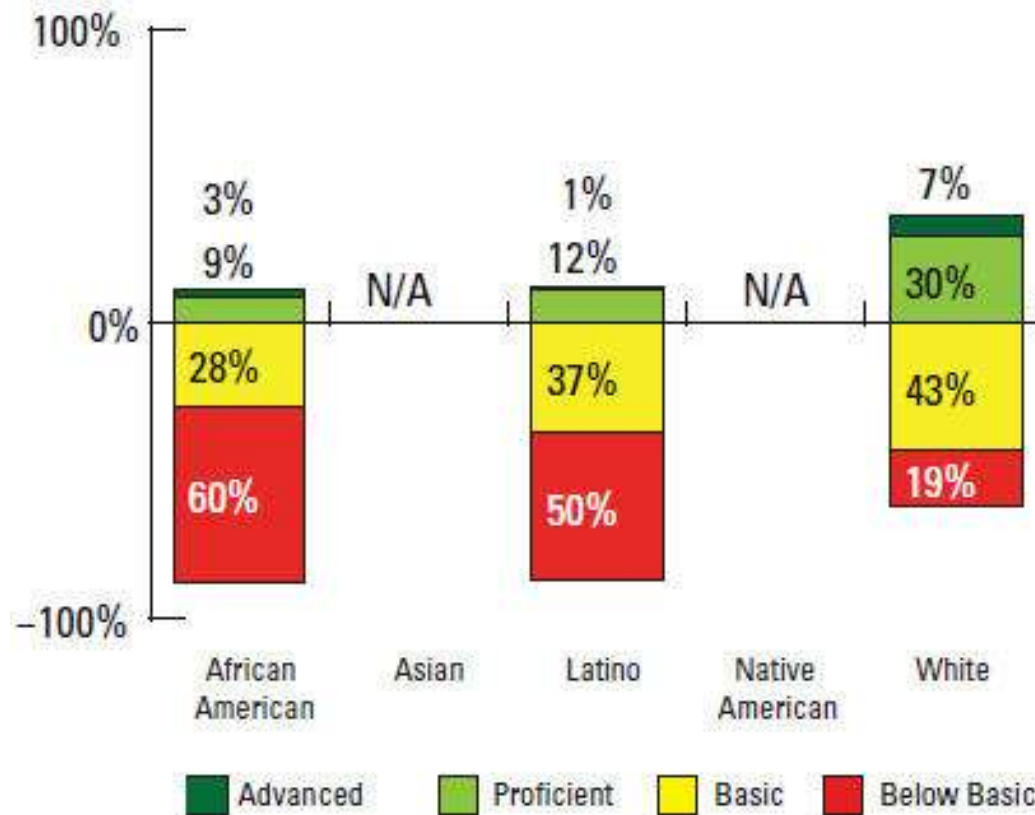
Iowa State Test Results by Group

2007 Iowa Test of Basic Skills Grade 8 Mathematics



Iowa Students on NAEP

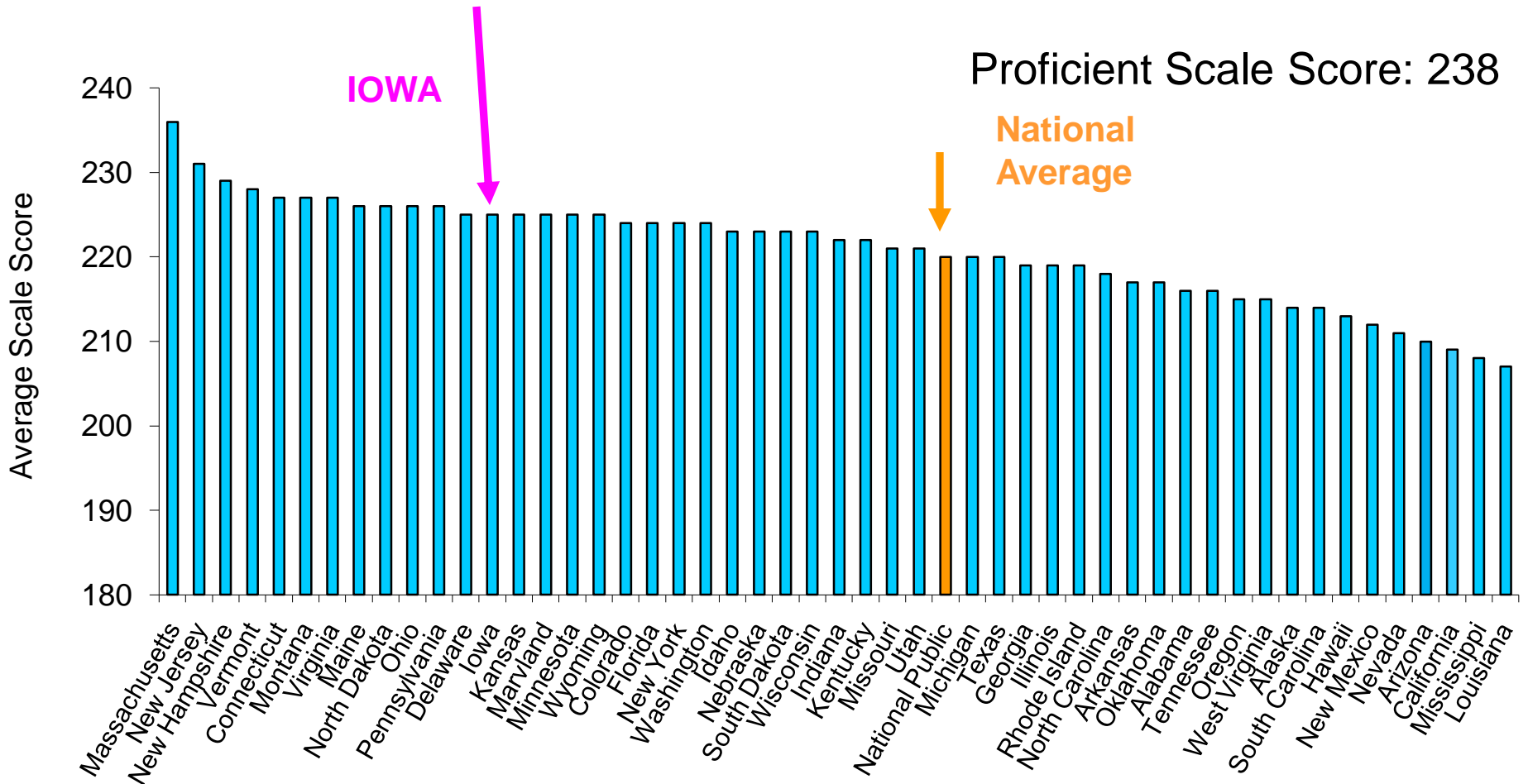
2007 NAEP—Iowa Grade 8 Mathematics



Relative to other states?

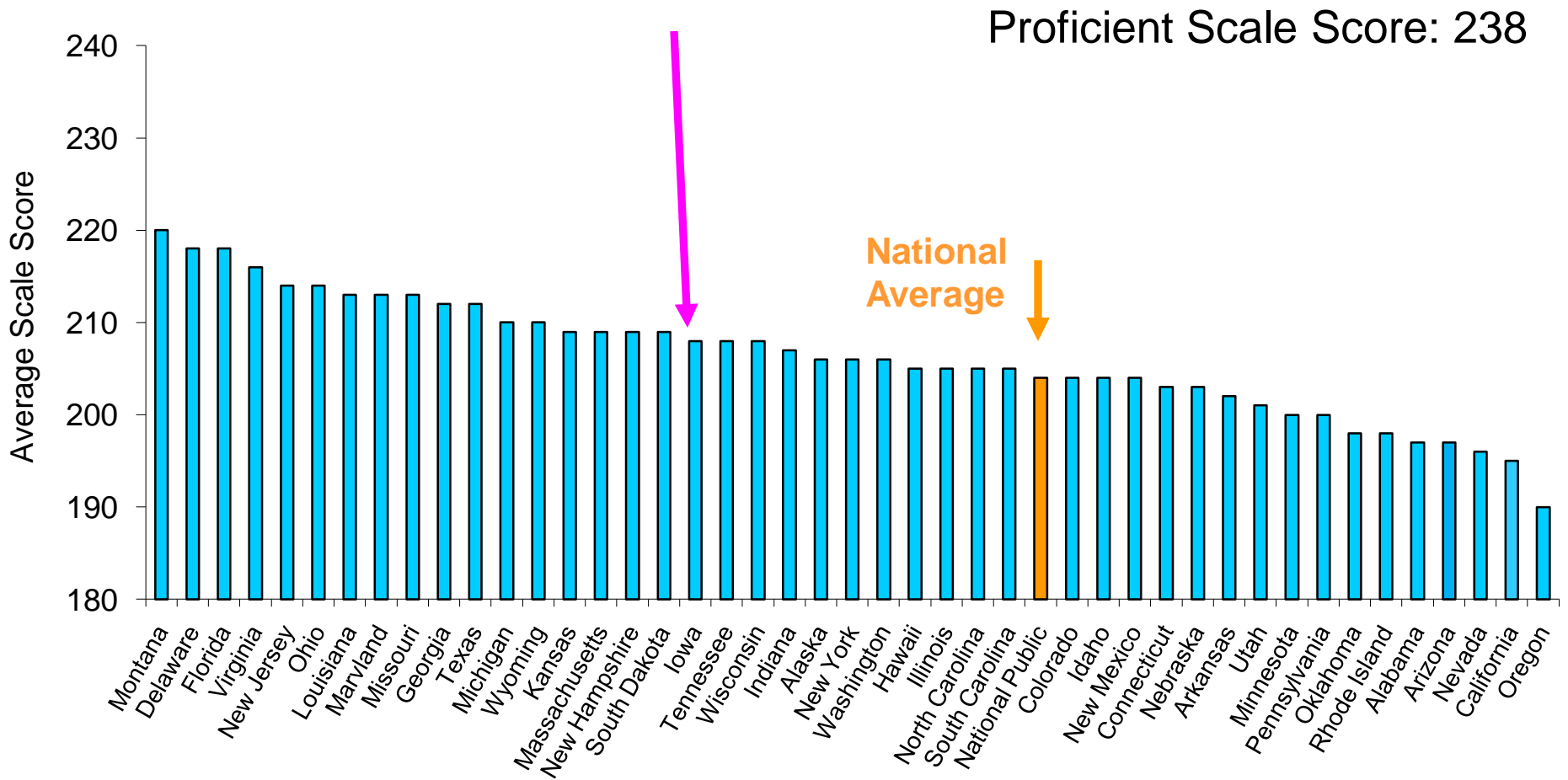
2007 NAEP Grade 4 Reading

Average Overall Scale Scores by State



2007 NAEP Grade 4 Reading

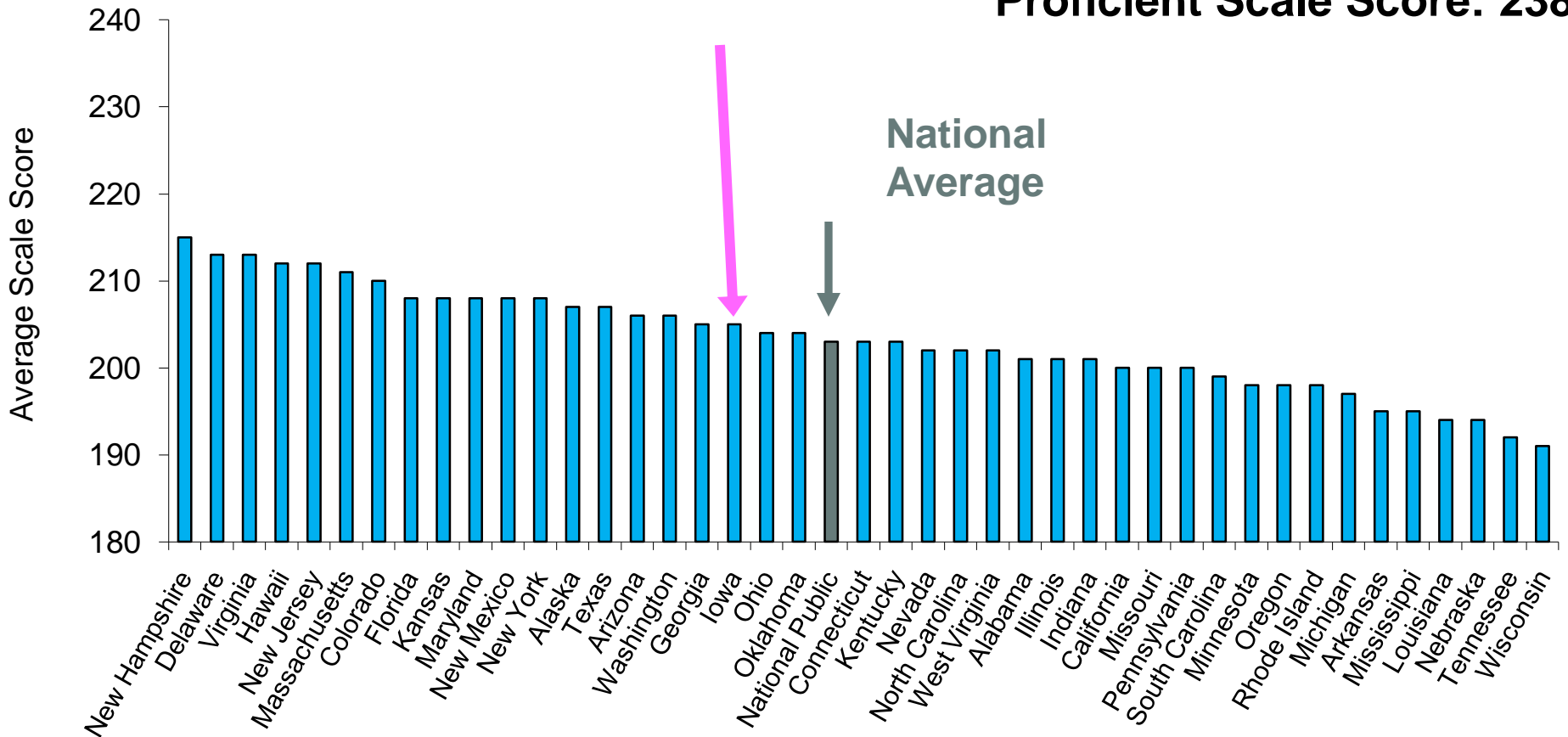
Average Latino Scale Scores by State



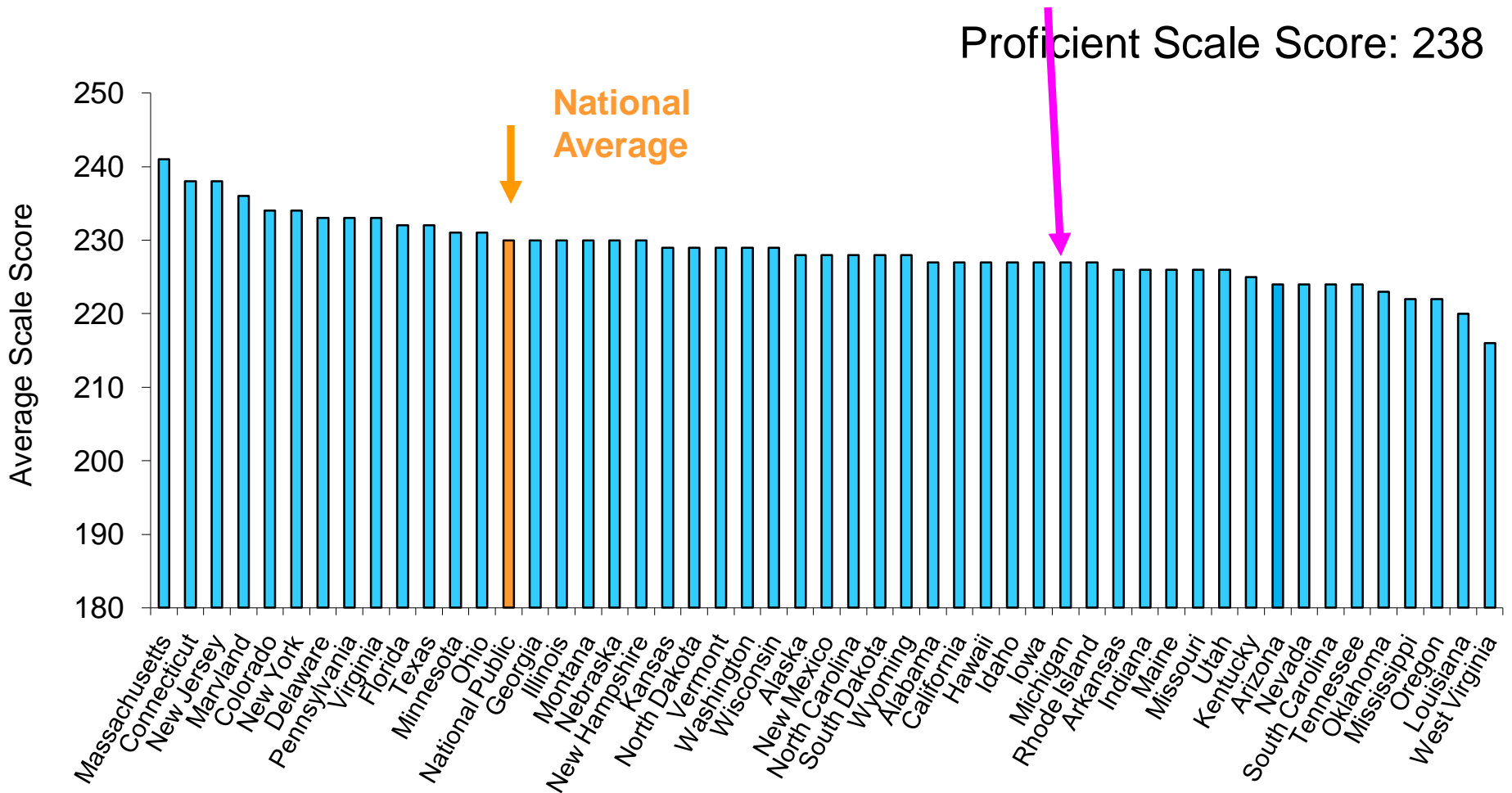
2007 NAEP Grade 4 Reading

Average African American Scale Scores by State

Proficient Scale Score: 238

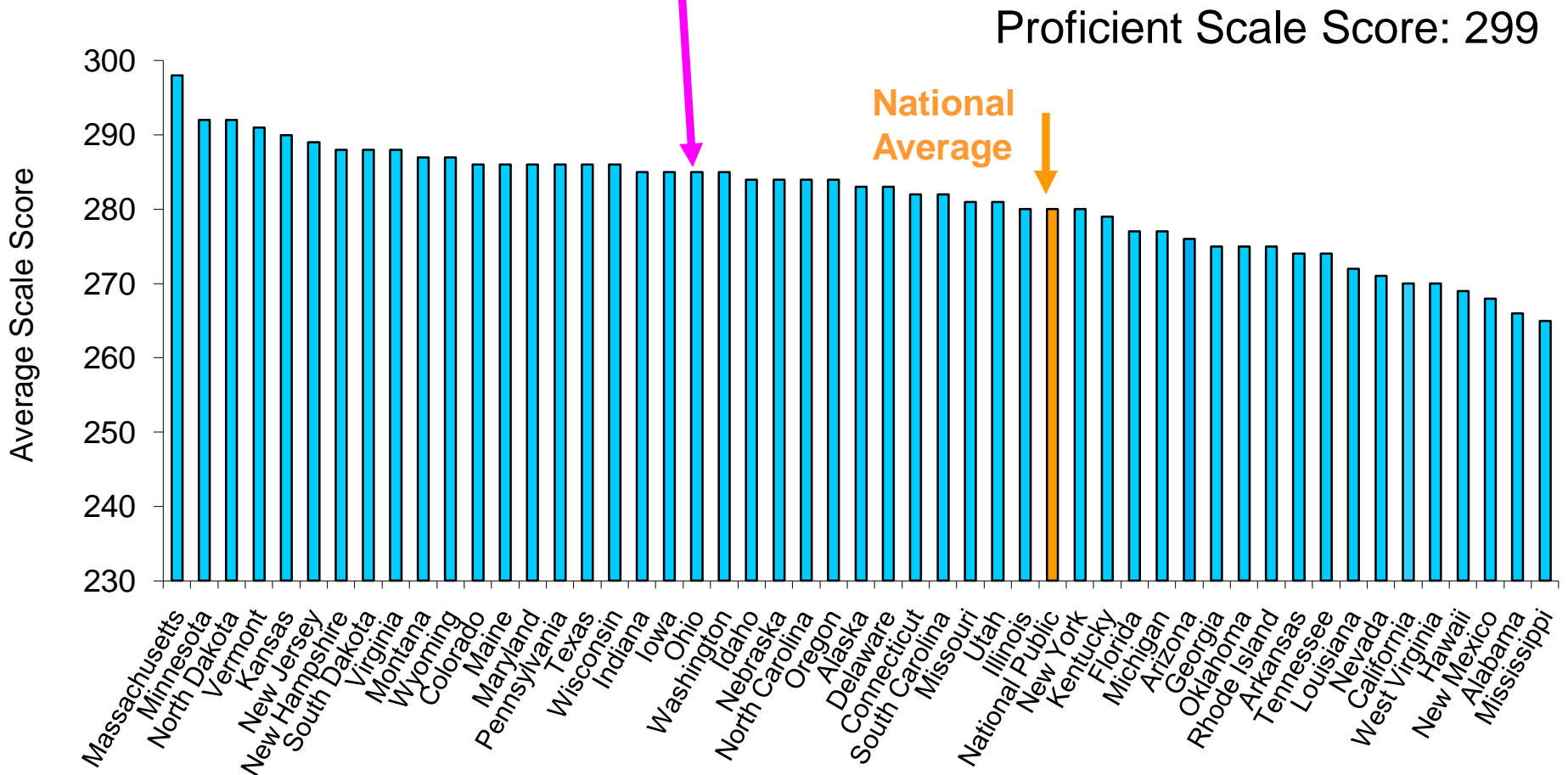


2007 NAEP Grade 4 Reading Average White Scale Scores by State



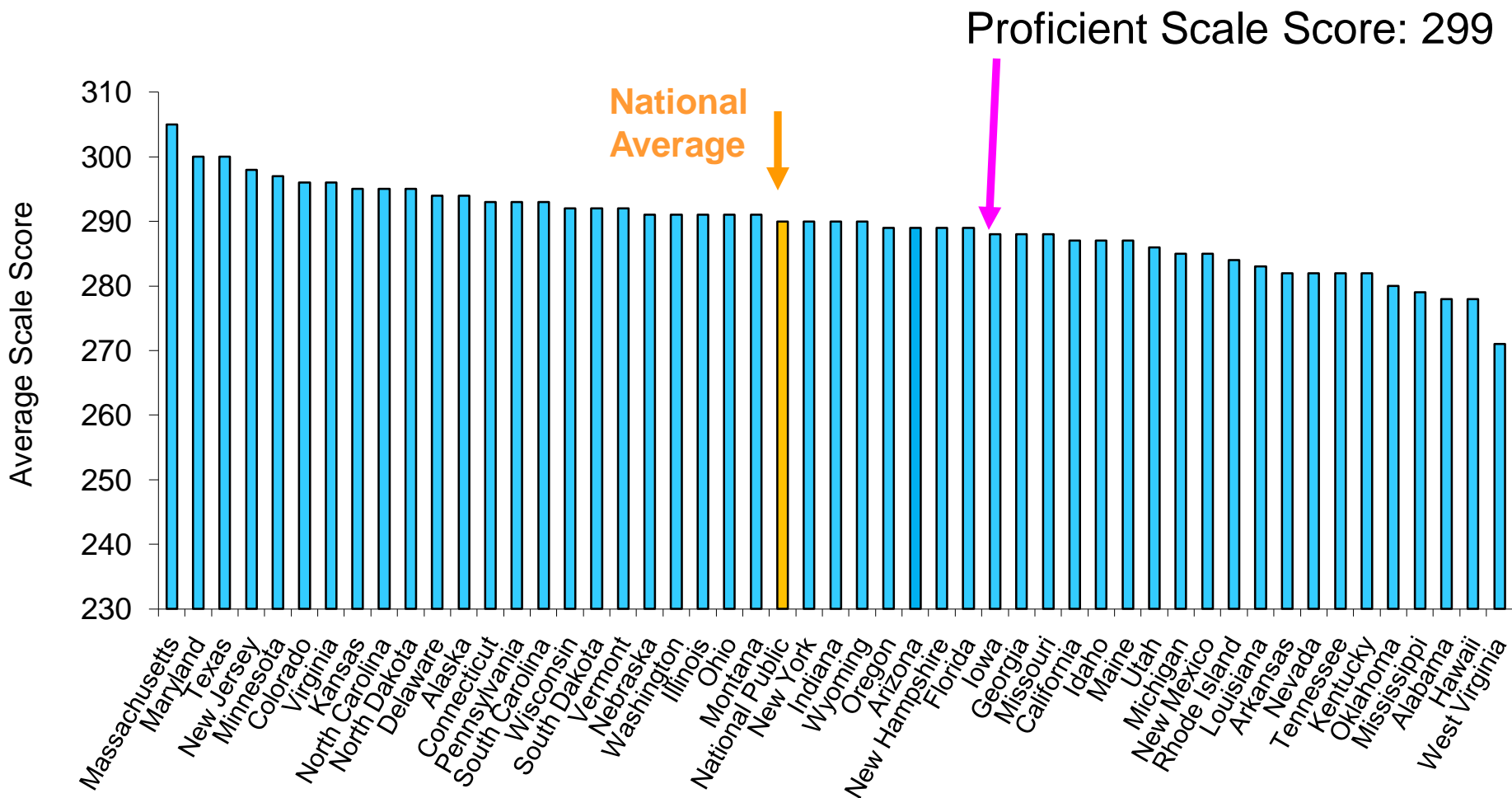
2007 NAEP Grade 8 Math

Average Overall Scale Scores by State



2007 NAEP Grade 8 Math

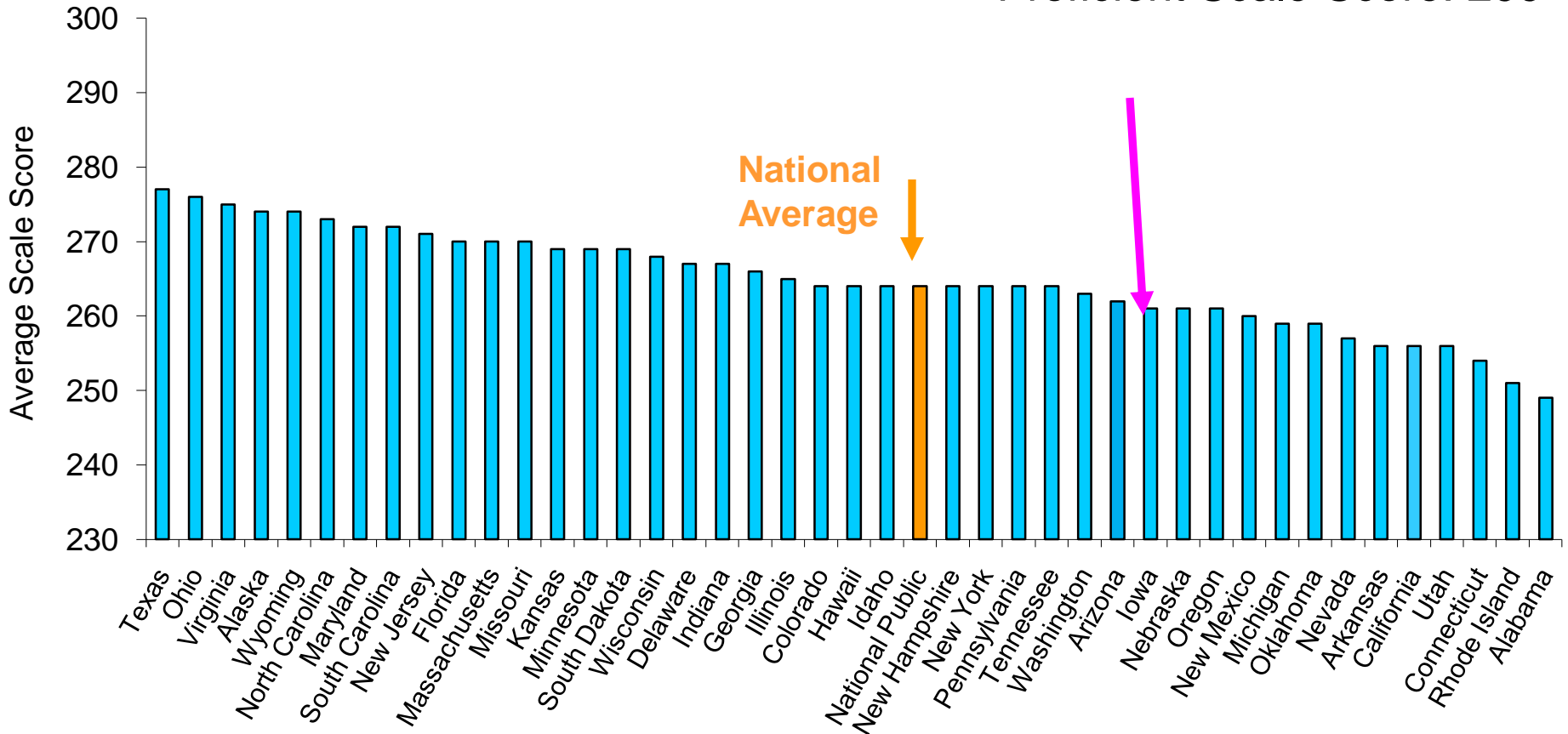
Average White Scale Scores by State



2007 NAEP Grade 8 Math

Average Latino Scale Scores by State

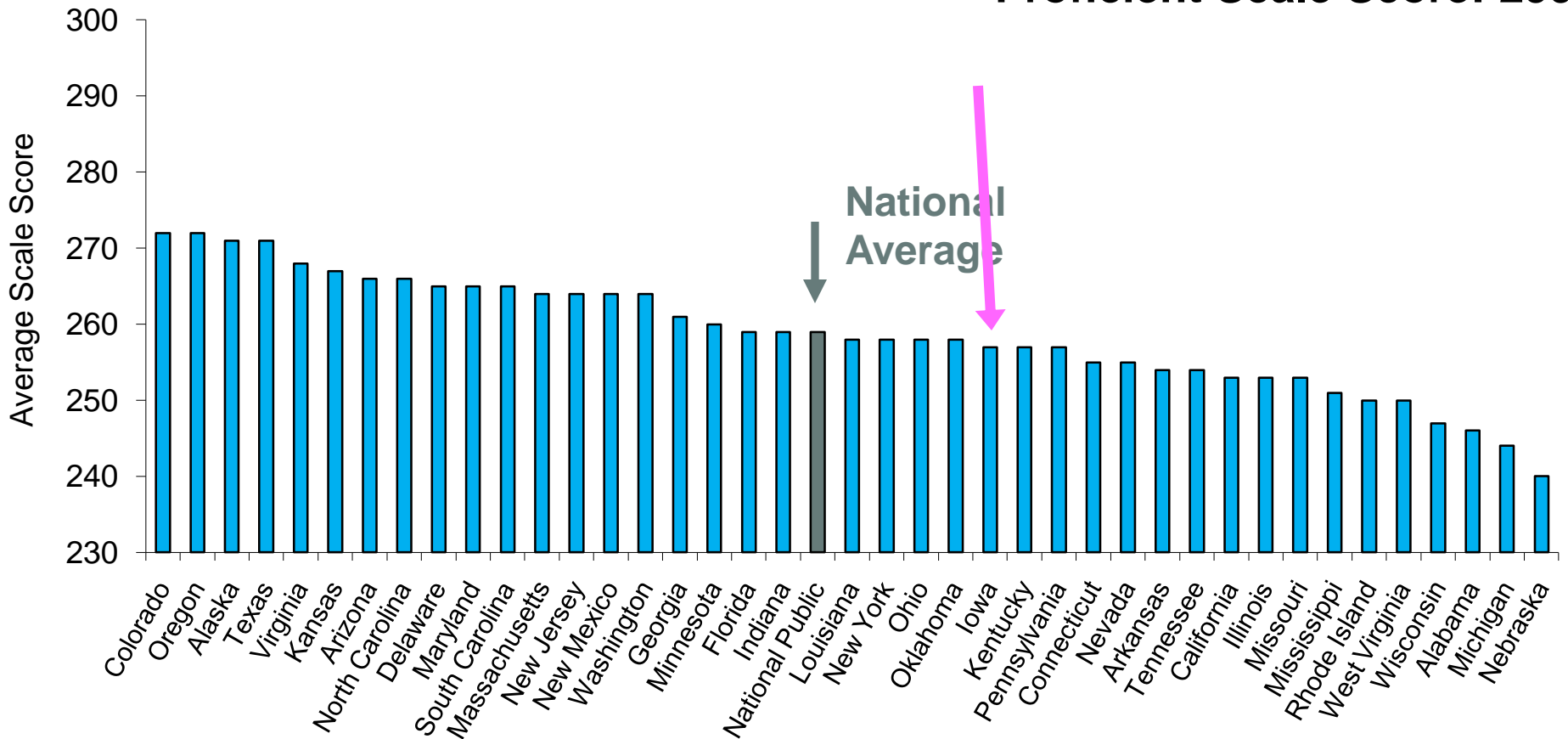
Proficient Scale Score: 299



2007 NAEP Grade 8 Math

Average African American Scale Scores by State

Proficient Scale Score: 299



What can we learn from the high performers?

#1. They focus on what they
can do, rather than what they
can't.

Some schools and districts get all caught up in “correlations”.

Spend endless time tracking:

- Percent of babies born at low birth-weight
- Percent of children born to single moms
- Percent of children in families receiving government assistance
- Education levels of mothers

The leaders in high-performing high poverty schools and districts don't do that.

“ Some of our children live in pretty dire circumstances. But we can't dwell on that, because we can't change it. So when we come here, we have to dwell on that which is going to move our kids.”

Barbara Adderly, Principal,
M. Hall Stanton Elementary, Philadelphia

#2. They don't leave anything
about teaching and learning
to chance.

An awful lot of our teachers—even brand new ones—are left to figure out on their own what to teach and what constitutes “good enough” work.

Result?

A System That:

- Doesn't expect very much from MOST students
- Expects much less from some types of students than others.

“No,” say the education leaders.
“They’re supposed to teach to
standards!”

But when is the last time you looked
at a standard?

Sample Language Arts Standard: Grade 9

“The student will develop and apply expansive knowledge of words and word meanings to communicate.”

Sample Language Arts Standard: Grade 10

“The student will develop and apply expansive knowledge of words and word meanings to communicate.”

Sample Language Arts Standard: Grade 11

“The student will develop and apply expansive knowledge of words and word meanings to communicate.”

Sample Language Arts Standard: Grade 12

“The student will develop and apply expansive knowledge of words and word meanings to communicate.”

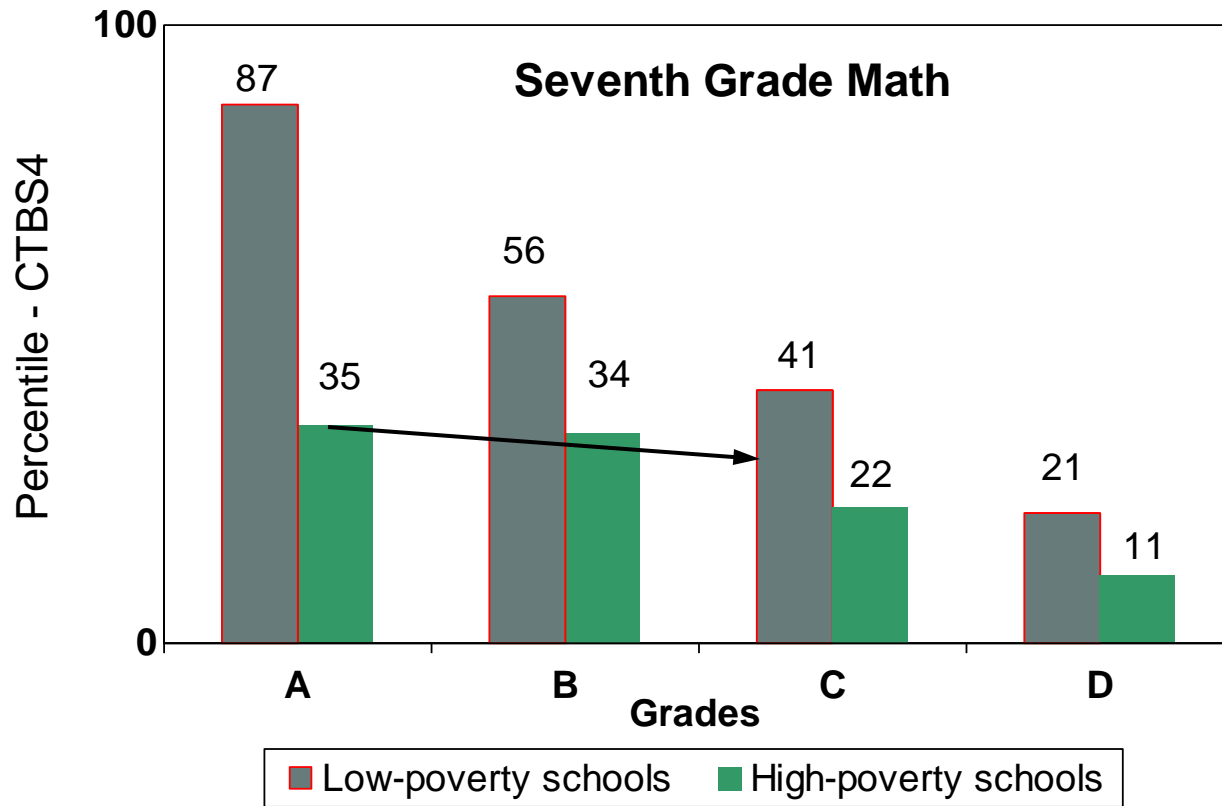
Sample History Standard

“Students understand how science, technology and economic activity have developed, changed and affected societies throughout history.”

What does this do?

Leaves teachers entirely on their own to figure out what to teach, what order to teach it in, HOW to teach it...and to what level.

'A' Work in Poor Schools Would Earn 'Cs' in Affluent Schools



Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.

Students can do
no better than
the assignments
they are given...

Grade 10 Writing Assignment

A frequent theme in literature is the conflict between the individual and society. From literature you have read, select a character who struggled with society. In a well-developed essay, identify the character and explain why this character's conflict with society is important.

Grade 10 Writing Assignment

Write a composition of at least 4 paragraphs on Martin Luther King's most important contribution to this society. Illustrate your work with a neat cover page. Neatness counts.

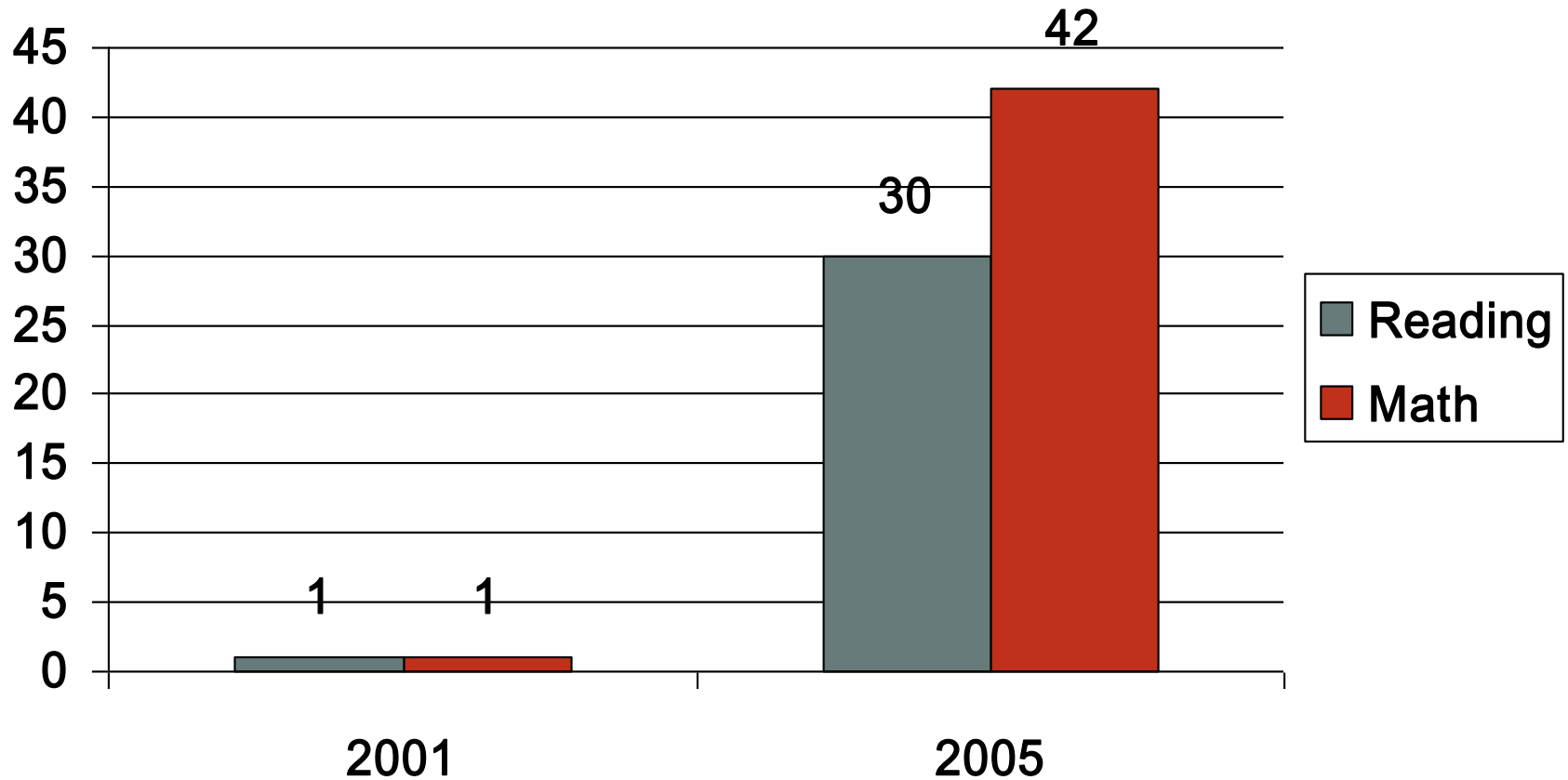
High Performing Schools and Districts

- Have clear and specific goals for what students should learn in every grade, including the order in which they should learn it
- Provide teachers with common curriculum, assignments
- Have regular vehicle to assure common marking standards
- Assess students every 4-8 weeks to measure progress
- Act immediately on the results of those assessments

#3. They set their goals high.

Elementary Version...

M. Hall Stanton Elementary: Percent of 5th Graders ADVANCED



High School Version...

Even when they start with high drop out rates, high impact high schools focus on preparing all kids for college and careers

Education Trust 2005 study, “Gaining Traction, Gaining Ground.”

#4. Higher performing
secondary schools put all
kids—not just some—in a
demanding high school core
curriculum.

And those demanding courses are
not just demanding in name only.

The single biggest predictor post-high school success is the **QUALITY AND INTENSITY OF THE HIGH SCHOOL CURRICULUM**

*Cliff Adelman, *The Toolbox Revisited*, U.S. Department of Education*

But are most of our kids getting anything that even remotely resembles ***INTENSE?***

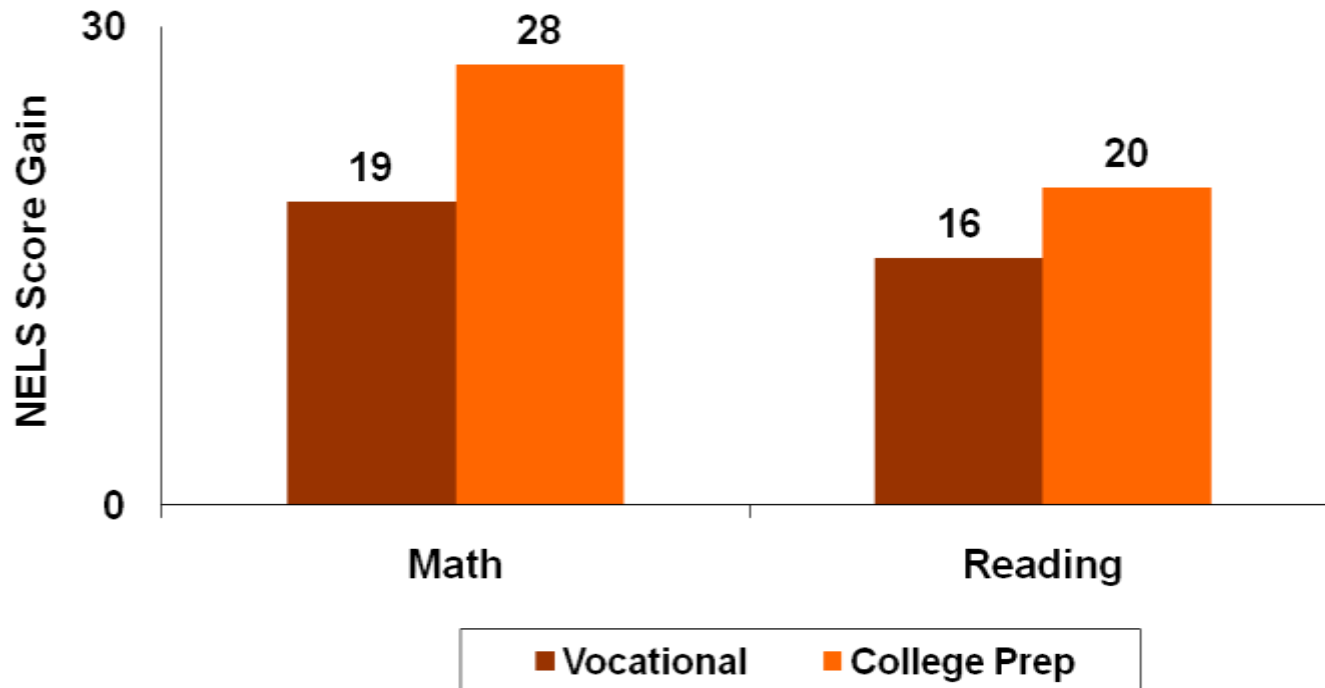
Ed Trust Transcript Study: Our Current Favorites

- Algebra Art;
- Pre-Spanish;
- Future Studies;
- Exploring;
- Principles of PE;
- Teen Living;
- Life Management;
- Food Fundamentals;
- Winter Activities.

College prep curriculum has
benefits far beyond college.

Students of all sorts will learn
more...

Low Quartile Students Gain More From College Prep Courses*



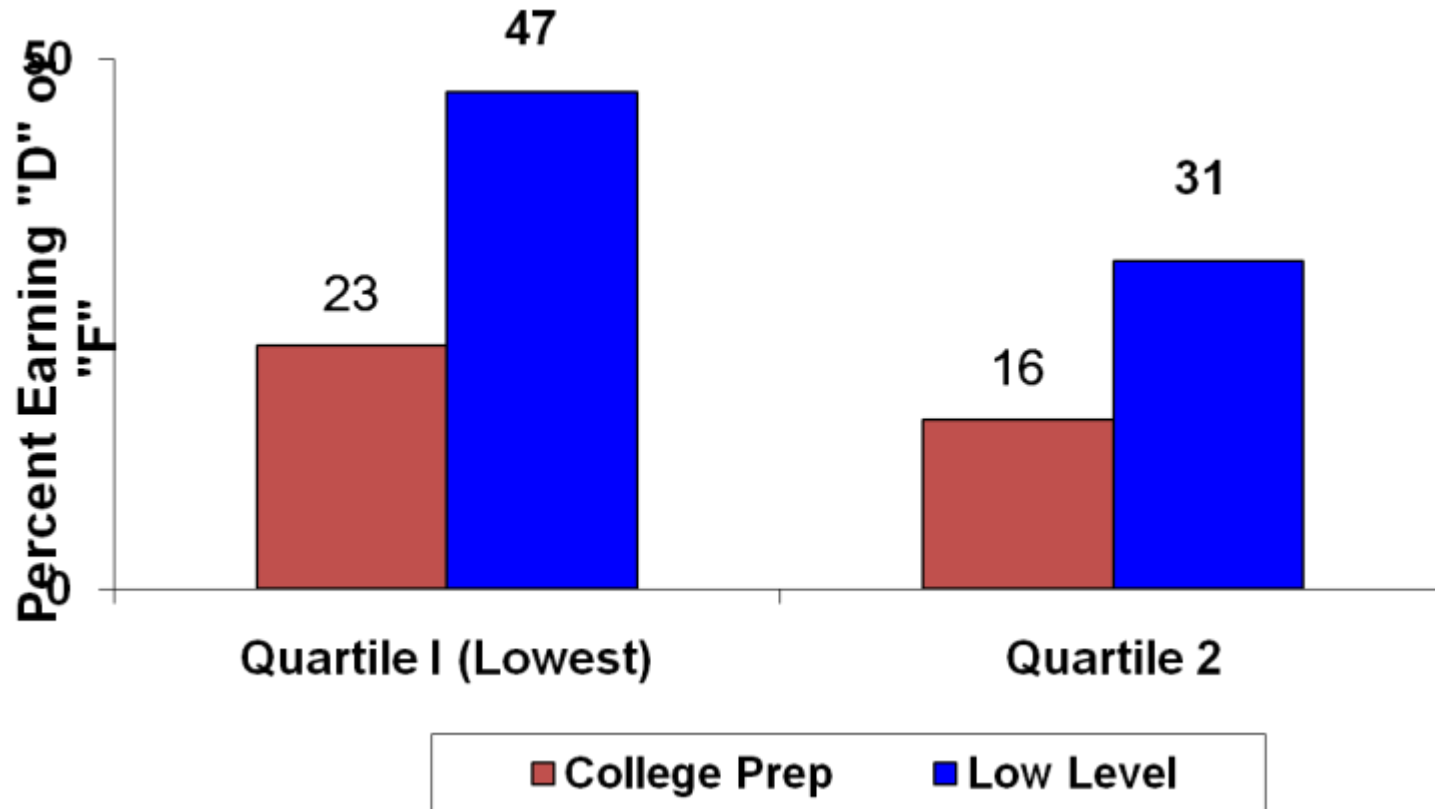
***Grade 8-grade 12 test score gains based on 8th grade achievement.**

Source: USDOE, NCES, *Vocational Education in the United States: Toward the Year 2000*, in *Issue Brief: Students Who Prepare for College and Vocation*

They will also fail less often...

Challenging Curriculum Results in Lower Failure Rates, Even for Lowest Achievers

Ninth-grade English performance, by high/low level course, and eighth-grade reading achievement quartiles



Source: SREB, "Middle Grades to High School: Mending a Weak Link". Unpublished Draft, 2002.

And they'll be better prepared
for the workplace.

Leading states are making
college prep the default
curriculum.

Texas, Indiana, Arkansas,
Michigan, Oklahoma,
South Dakota, New York

#5. High performing schools
are obsessive about time,
especially instructional time.

Kids Who are Behind Need Extra Instruction

But most high schools do just the
opposite.

Take, for example, the matter of
reading.

Kids who arrive behind in reading...often
simply assigned to courses that don't
demand much reading.

Average High School: Percent of Instructional Time in Reading Intensive Courses

Below Grade Level Students	On Grade Level Students	Advanced Students
24%	29%	35%

Surprise: Gaps Grow.

Higher Performing High Schools:

- “Behind” students spend **60** additional hours (**25%** more time) over 1 year in reading related courses)
- “Behind” students get **240** additional hours over 4 years!

In other words, high performing schools both maximize time and don't leave its use to chance.

#6. Principals are hugely important, ever present, but NOT the only leaders in the school

Elmont Memorial Junior-Senior High

Elmont, New York



Source: New York Department of Education

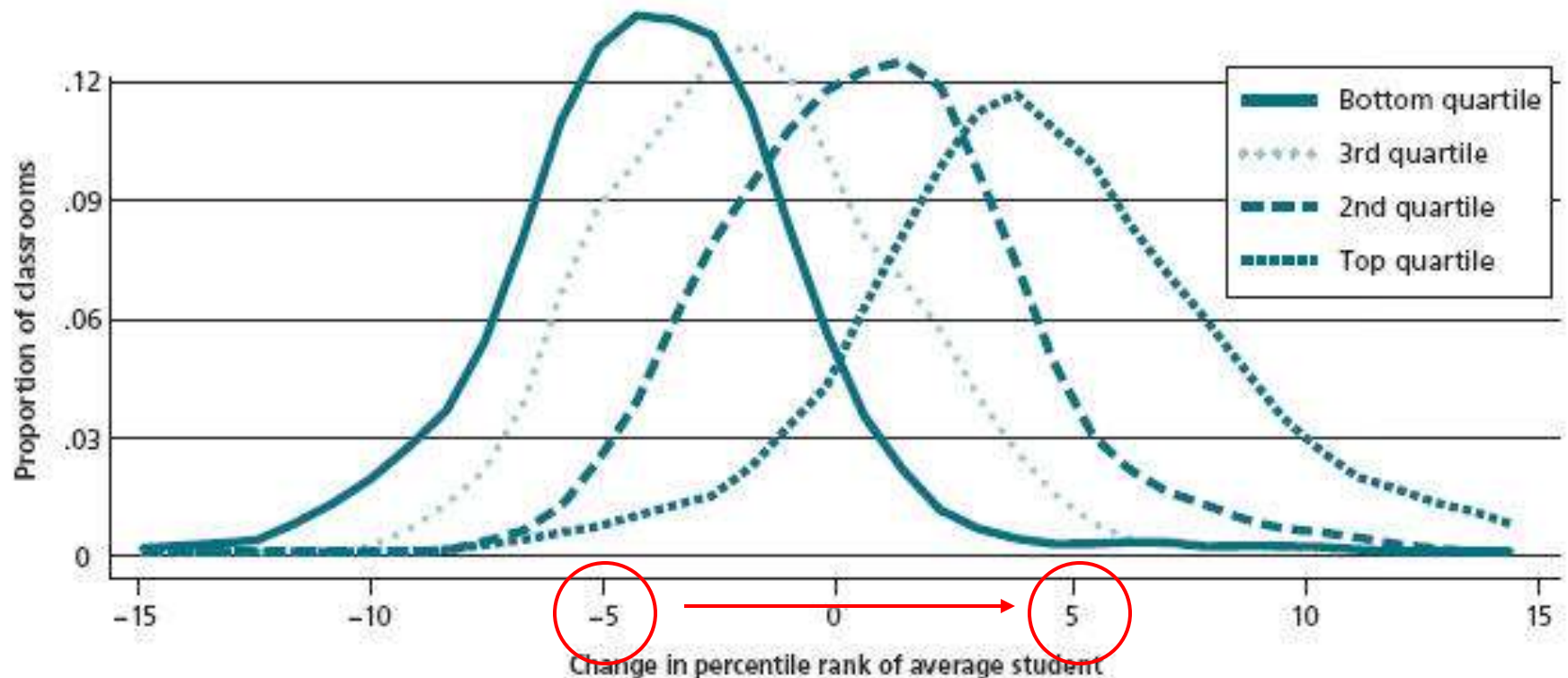
In high performing schools...

- Teachers regularly observe other teachers
- Teachers have time to plan and work collaboratively
- New teachers get generous and careful support and acculturation
- Teachers take on many other leadership tasks at the school

#7. Good schools know
how much teachers
matter, and they act on
that knowledge.

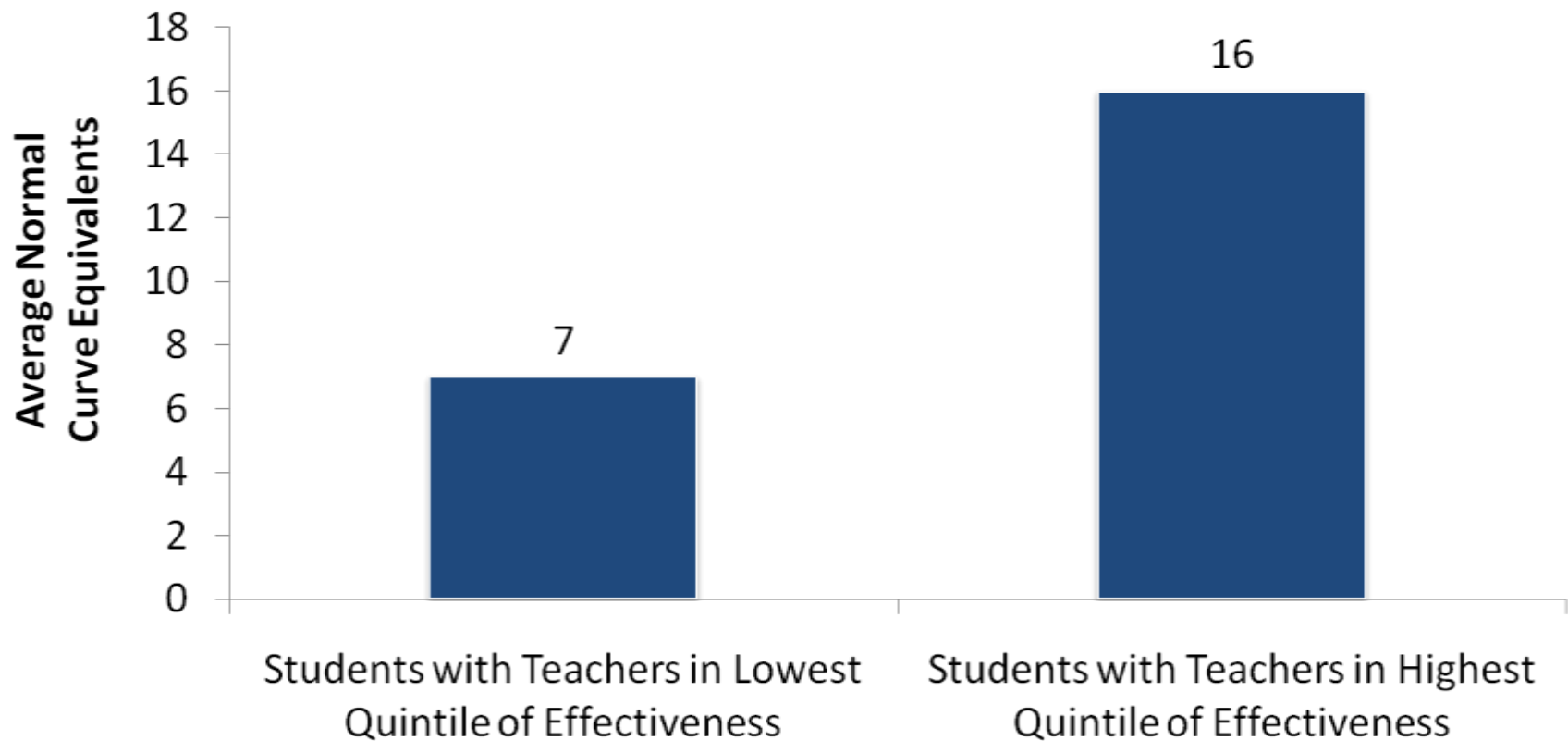
10 Percentile Point Average Difference for Students who have Top and Bottom Quartile Teachers

Figure 2. Teacher Impacts on Math Performance in Third Year By Ranking after First Two Years

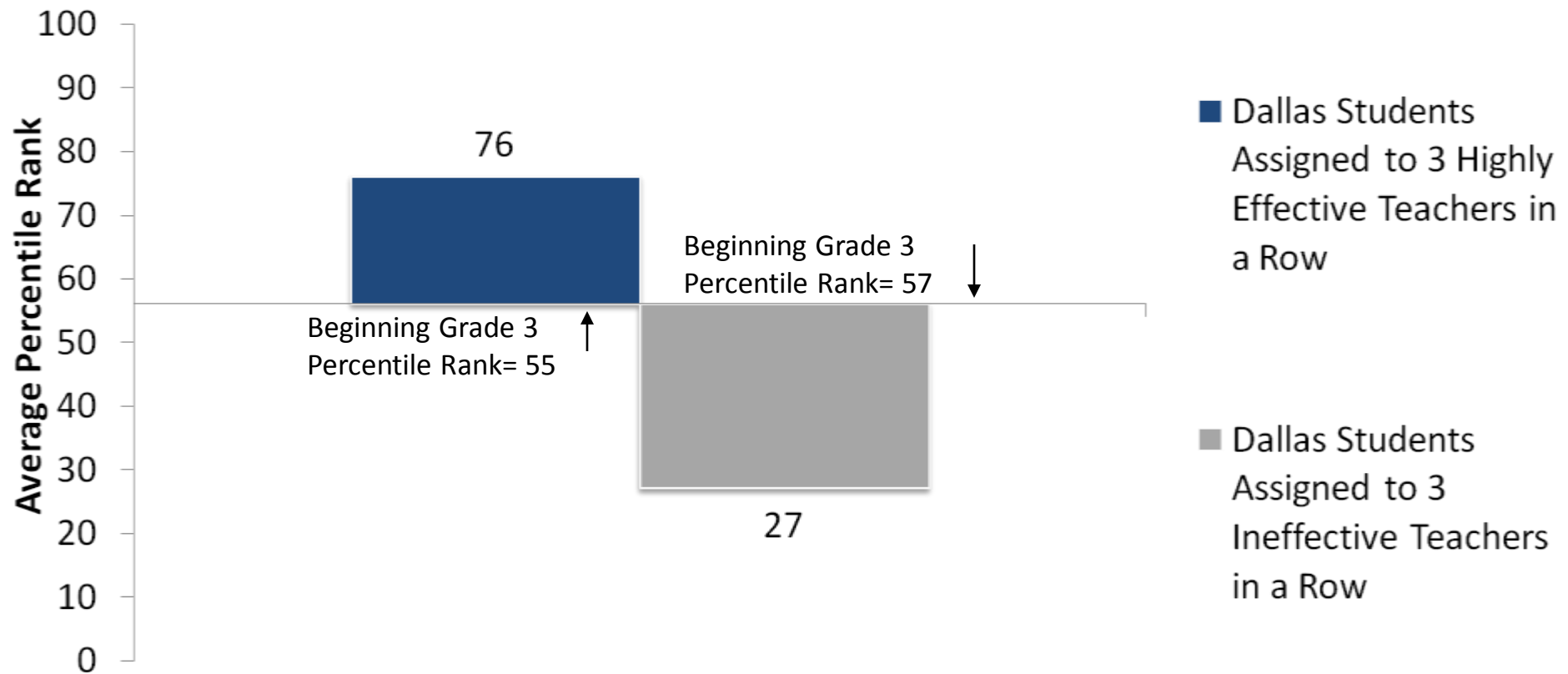


Note: Classroom-level impacts on average student performance, controlling for baseline scores, student demographics, and program participation. LAUSD elementary teachers, < 4 years' experience.

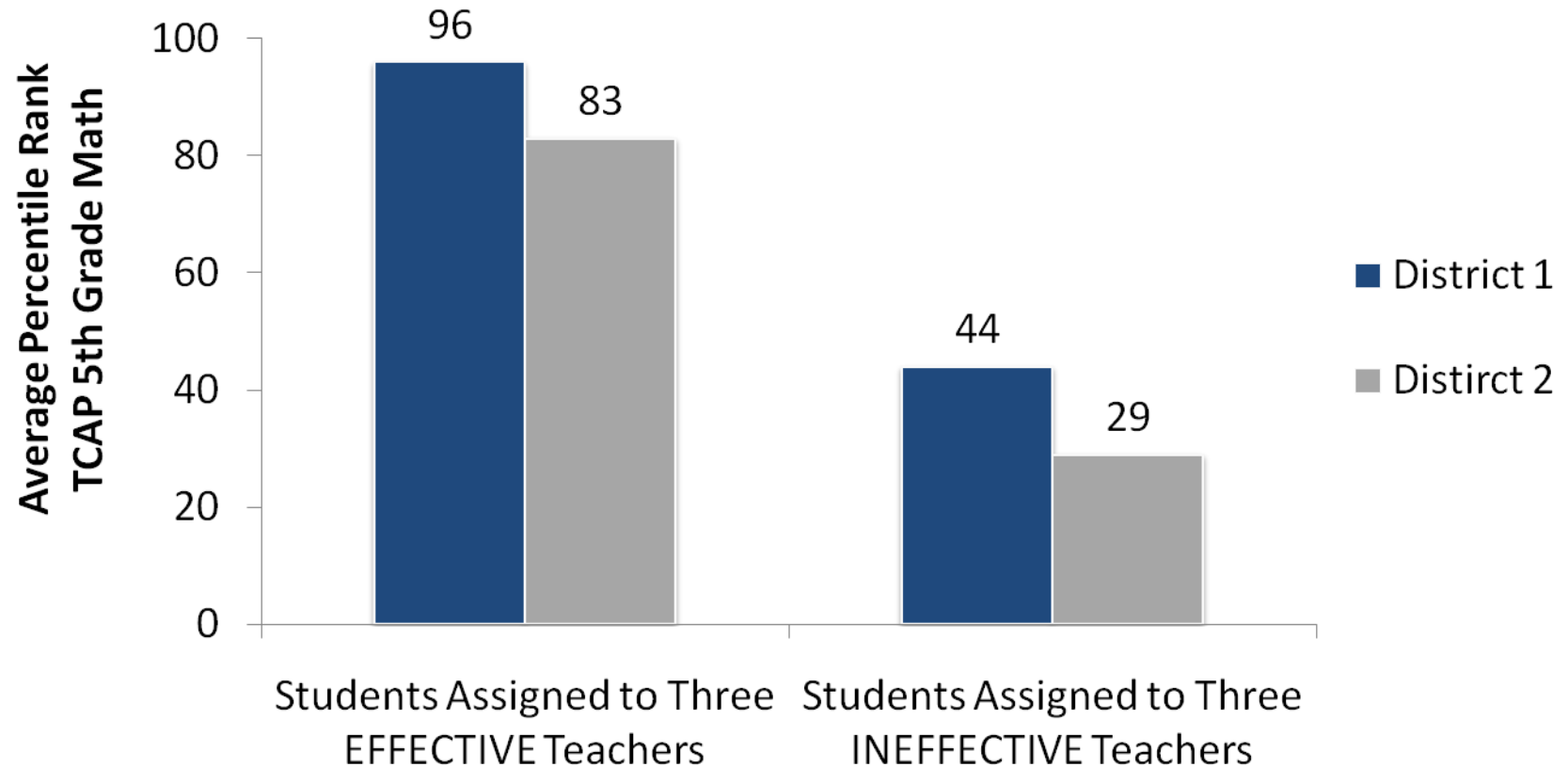
Students in Dallas Gain More in Math with Effective Teachers: One Year Growth From 3rd-4th Grade



Cumulative Teacher Effects On Students' Math Scores in Dallas (Grades 3-5)



Students Assigned to Effective Teachers Dramatically Outperformed Students Assigned to Ineffective Teachers



So, there are VERY BIG
differences among our teachers.

BUT...

We pretend that there aren't.

The Widget Effect

“When it comes to measuring instructional performance, **current policies and systems overlook significant differences between teachers. There is little or no differentiation of excellent teaching** from good, good from fair, or fair from poor. This is the **Widget Effect: a tendency to treat all teachers as roughly interchangeable**, even when their teaching is quite variable. Consequently, teachers are **not developed as professionals with individual strengths and capabilities**, and **poor performance is rarely identified or addressed.**”

- *The New Teacher Project, 2009*



In districts that use a two-rating teacher performance evaluation system—most commonly “satisfactory” or “unsatisfactory”—the “unsatisfactory” rating is rarely used.

Site	S Number of Satisfactory Evaluation Ratings SY03-04 - SY07-08 ¹	U Number of Unsatisfactory Evaluation Ratings SY03-04 - SY07-08 ²
Denver ³	2,676	22 (0.8%)
Jonesboro ⁴	246	0 (0%)
Pueblo ⁵	1,284	2 (0.2%)
Toledo ⁶	1,768	3 (0.2%)

All data for tenured/non-probationary teachers.

¹ Source: District extant data supplied between April 2008 and March 2009

² Source: District extant data supplied between April 2008 and March 2009

³ Number evaluation ratings assigned between SY 2003-04 to SY 2007-08

⁴ Number of evaluation ratings assigned between SY 2003-04 to SY 2005-06

⁵ Number of evaluation ratings assigned between SY 2005-06 to SY 2007-08

⁶ Number of evaluation ratings assigned between SY 2005-06 to SY 2007-08



Districts that use multiple evaluation ratings—three or more ratings—regularly award teachers the highest evaluation ratings.

Estimated percent of tenured/non-probationary teachers who received one of the top two highest performance evaluation ratings for evaluations conducted in SY 2007-08.

99%

Cincinnati
(Based on a 4-Rating Scale)

98%

Rockford
(Based on a 3-Rating Scale)

Source: District evaluation data supplied by Cincinnati Public Schools and Rockford Public Schools human resources departments from October 2008 to March 2009.



Novice teachers assume they will receive tenure based on the performance messages sent during the probationary period.



Four of every five probationary teachers¹ are confident to very confident that they will receive tenure, or its equivalent.

54%

of tenured/non-probationary teachers¹ agree or strongly agree they were evaluated rigorously to achieve tenure.

65% of all tenured/non-probationary teachers¹ agree or strongly agree that tenure is a validation of their teaching skill.

90% of probationary teachers² receive the highest rating on their performance evaluation.

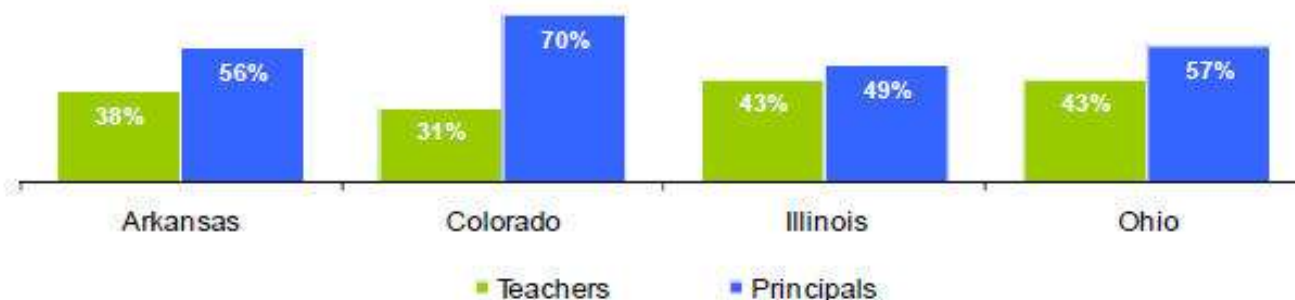
Source¹: TNTP survey of 9,631 teachers across 10 sites conducted May 2008 to March 2009

Source²: District evaluation data supplied by district human resources departments from October 2008 to March 2009



Though many principals and teachers feel that poor instructional performance is regularly tolerated, dismissals are very infrequent.

"There are tenured/non-probationary teachers in my school should be dismissed for poor instructional performance but have not been."



Poorly performing tenured/non-probationary teachers are very rarely dismissed. **In the last five years, one district dismissed seven poor performers.**

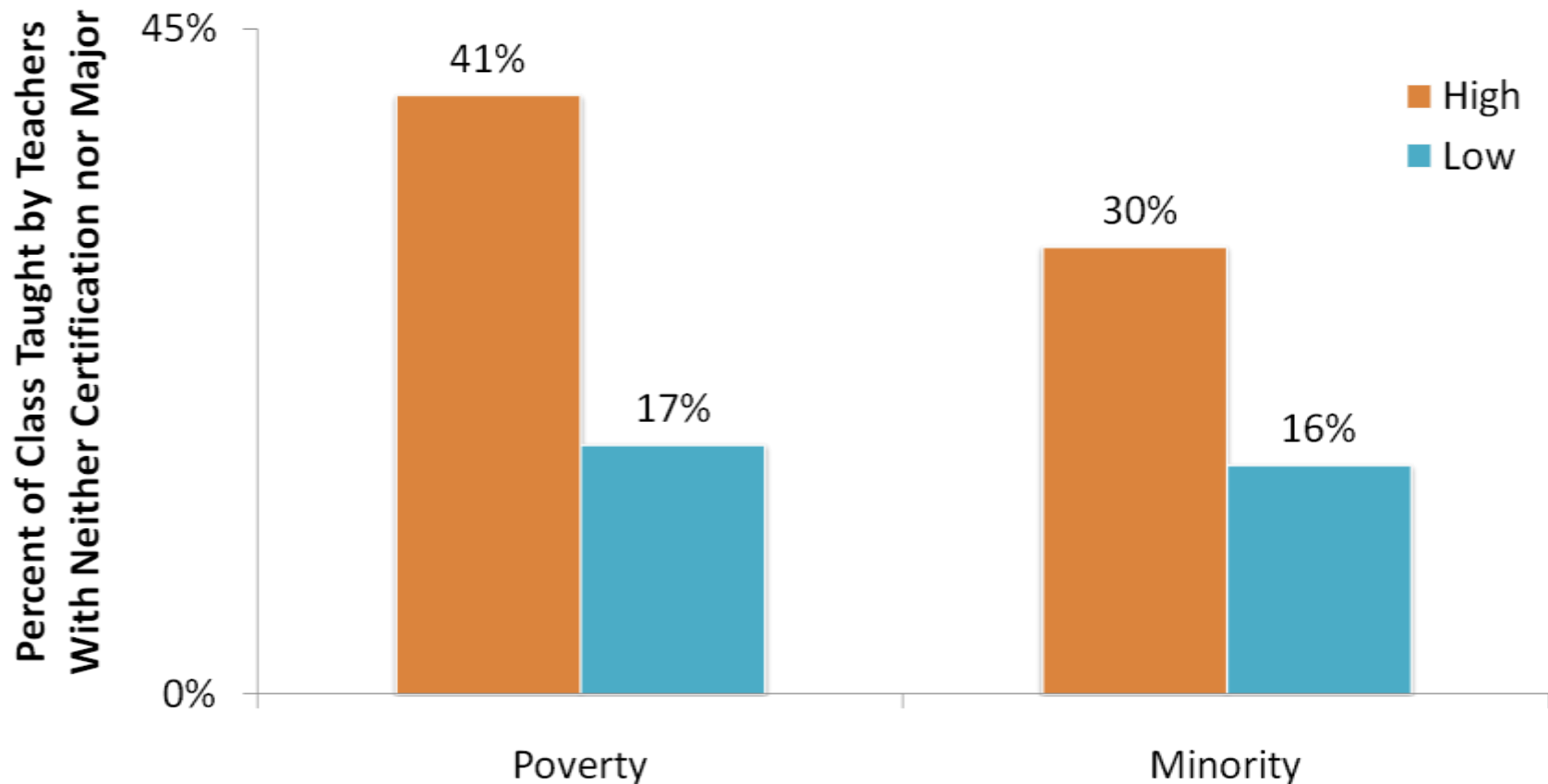
Other districts ranged between zero and three.

Source: TNTP survey of 9,631 teachers and 621 principals across 10 sites conducted May 2008 to March 2009

Source1: Dismissal data provided by human resources departments from 7 districts

So, we paper over the differences
among our teachers AND...we
continue to assign our weakest to
the kids who need the strongest.

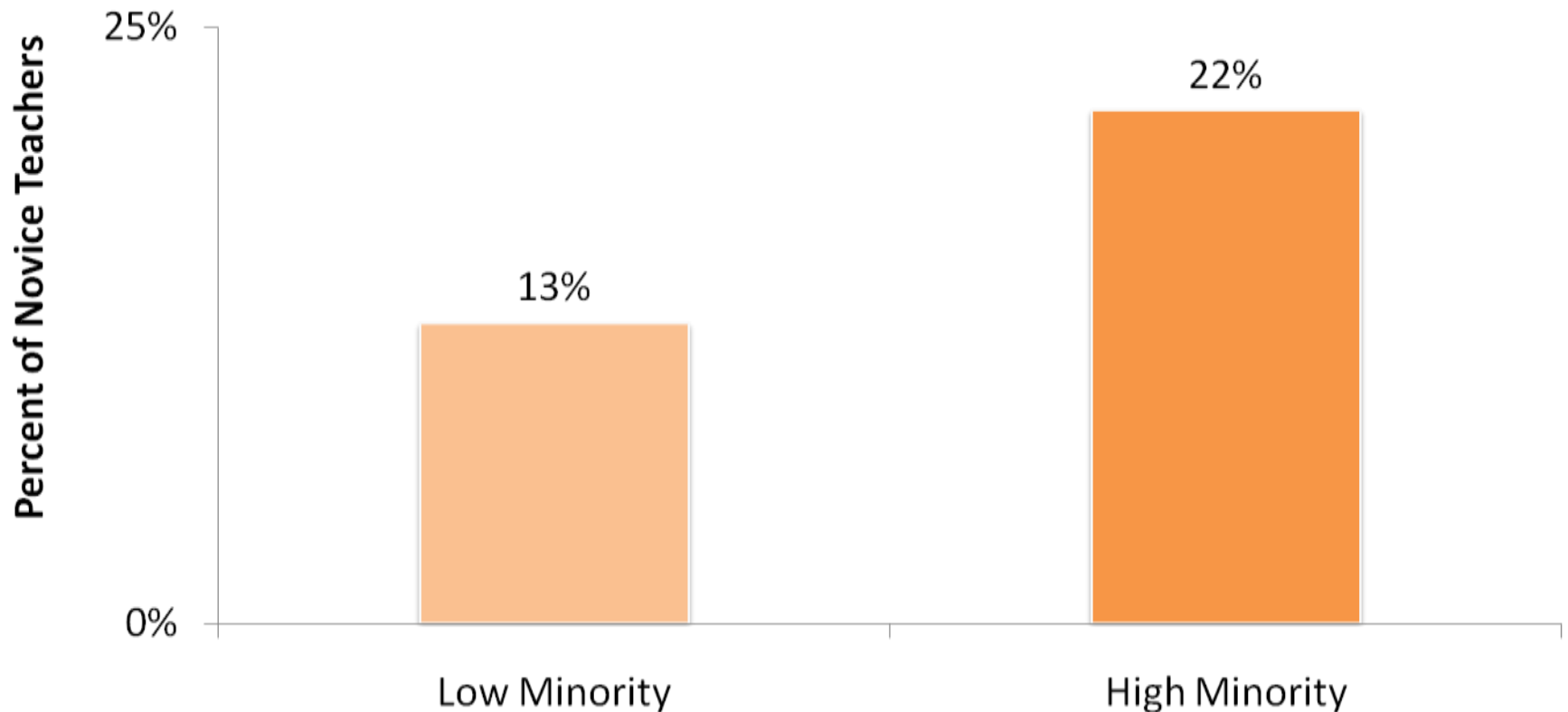
Math Classes at High-Poverty and High- Minority Schools More Likely to be Taught by Out of Field* Teachers



Note: High Poverty school-75% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch. High minority school-75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school -10% or fewer of the students are non-White students.

*Teachers with neither certification nor major. Data for secondary-level core academic classes (Math, Science, Social Studies, English) across USA.
Source: Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania 2007. © 2009 THE EDUCATION TRUST

Students at High-Minority Schools More Likely to Be Taught By Novice* Teachers

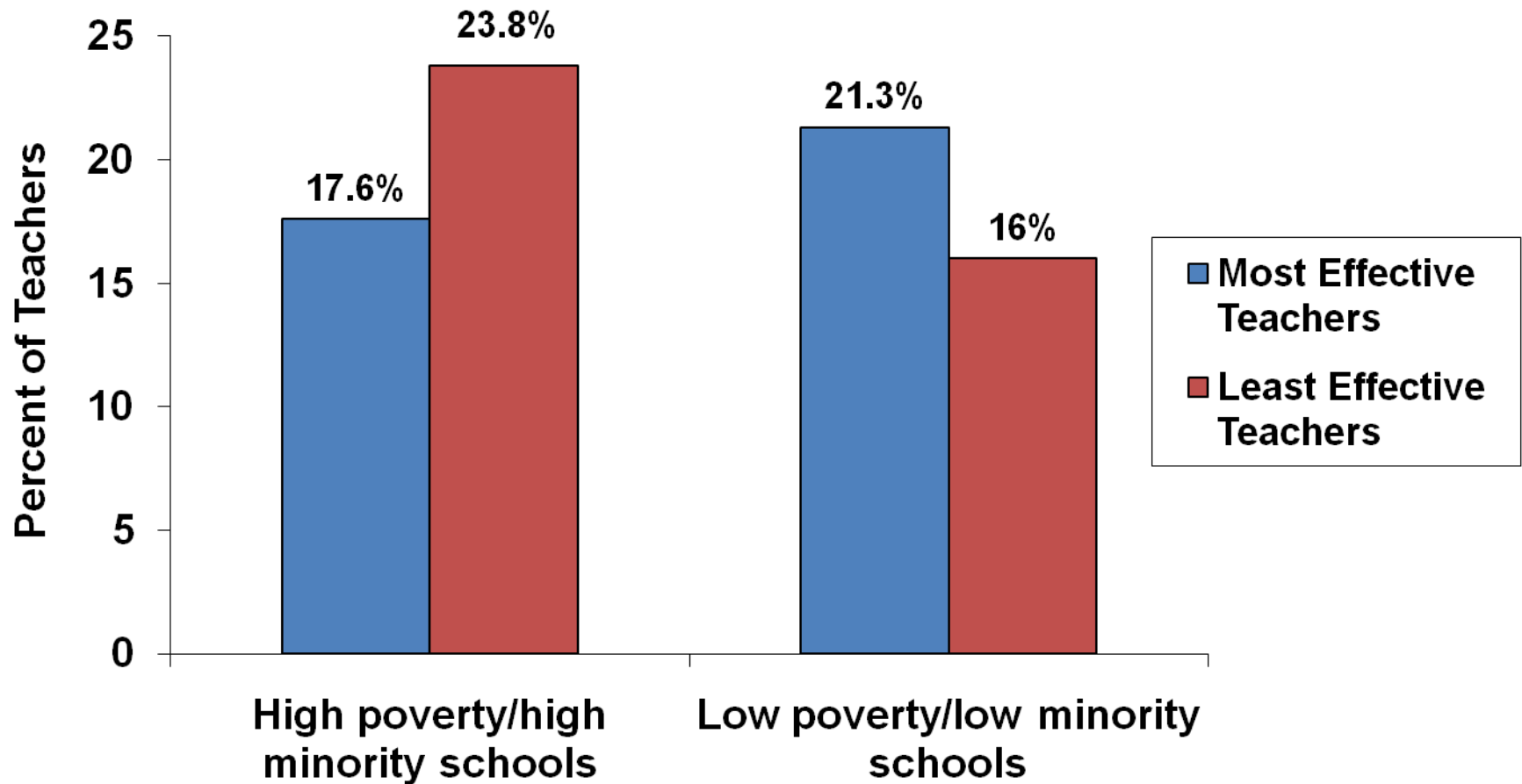


Note: High minority school-75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander.
Low-minority school -10% or fewer of the students are non-White students.

*Novice teachers are those with three years or fewer experience.

Source: Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania 2007. © 2009 THE EDUCATION TRUST

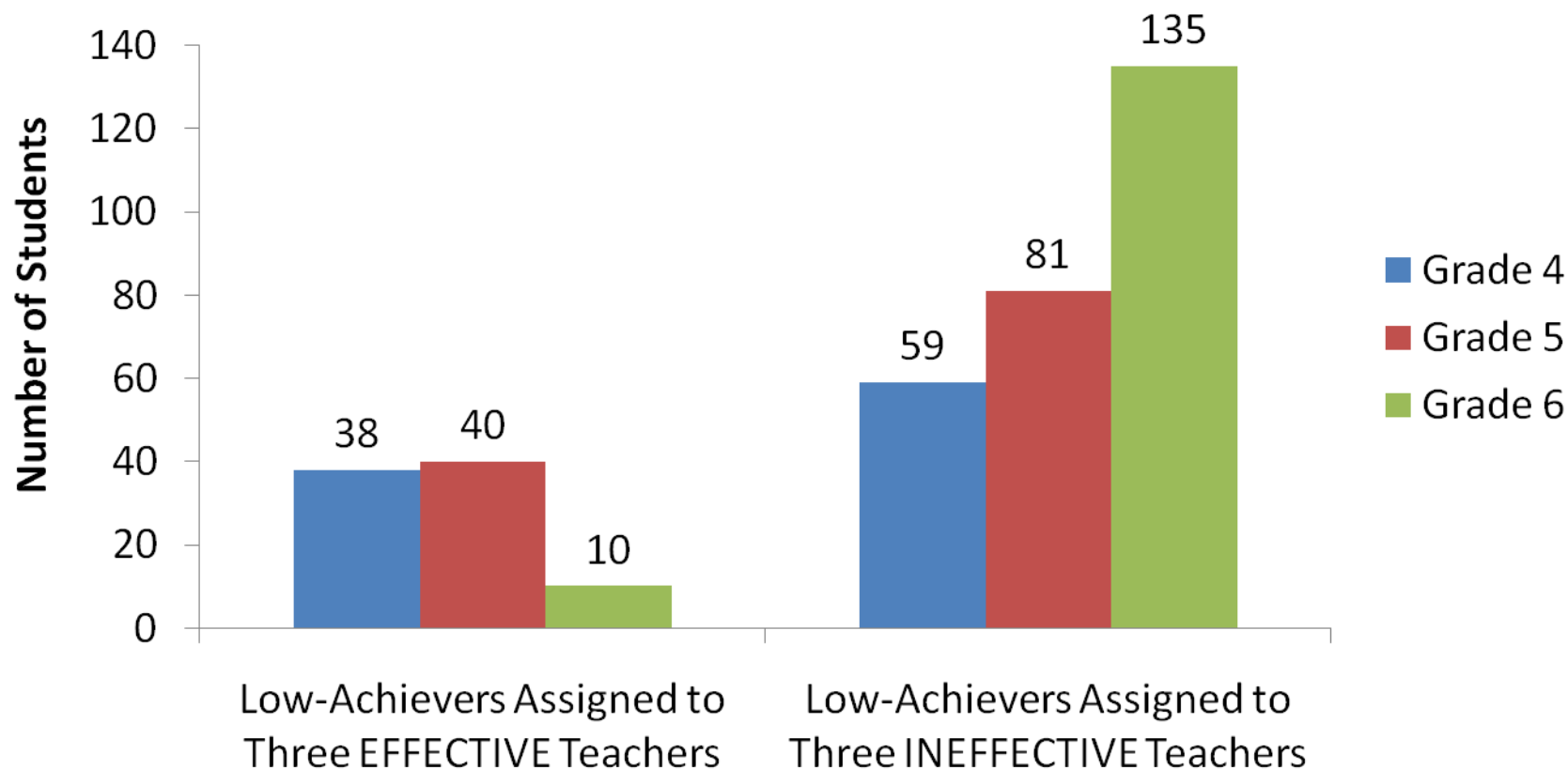
Tennessee: High poverty/high minority schools have fewer of the “most effective” teachers and more “least effective” teachers



Note: High Poverty/High minority means at least 75% qualify for FRPL and at least 75% are minority.

Source: Tennessee Department of Education 2007. "Tennessee's Most Effective Teachers: Are they assigned to the schools that need them most?" http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf

Low-Achieving Students are More Likely to be Assigned to Ineffective Teachers than Effective Teachers



High performing schools and districts...

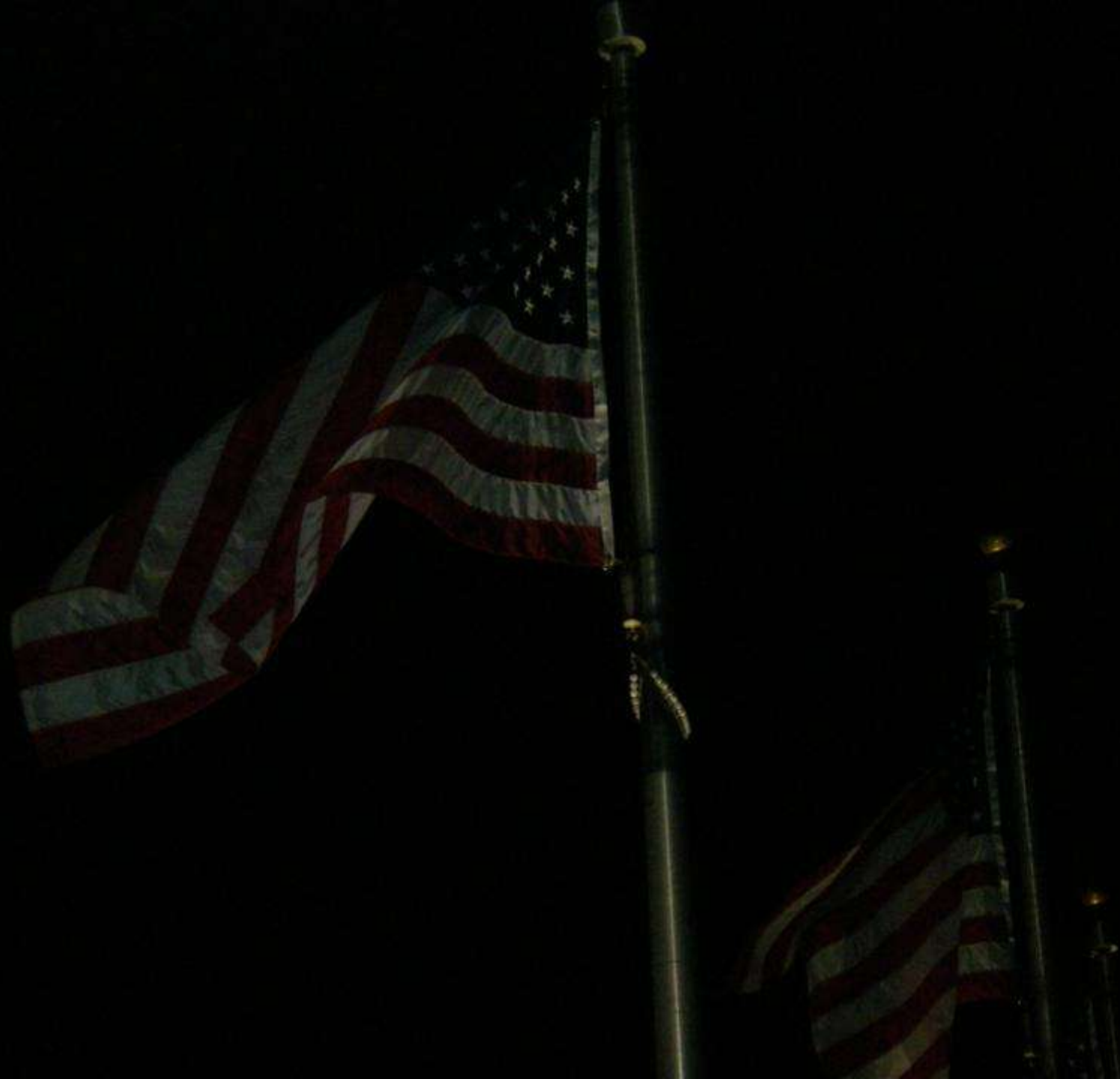
- Work hard to attract and hold good teachers
- Make sure that their best are assigned to the students who most need them
- Chase out teachers who are not “good enough” for their kids.

#7. In good systems, leaders are focused, relentless, and they have the...

...Courage to take on the tough
parts.











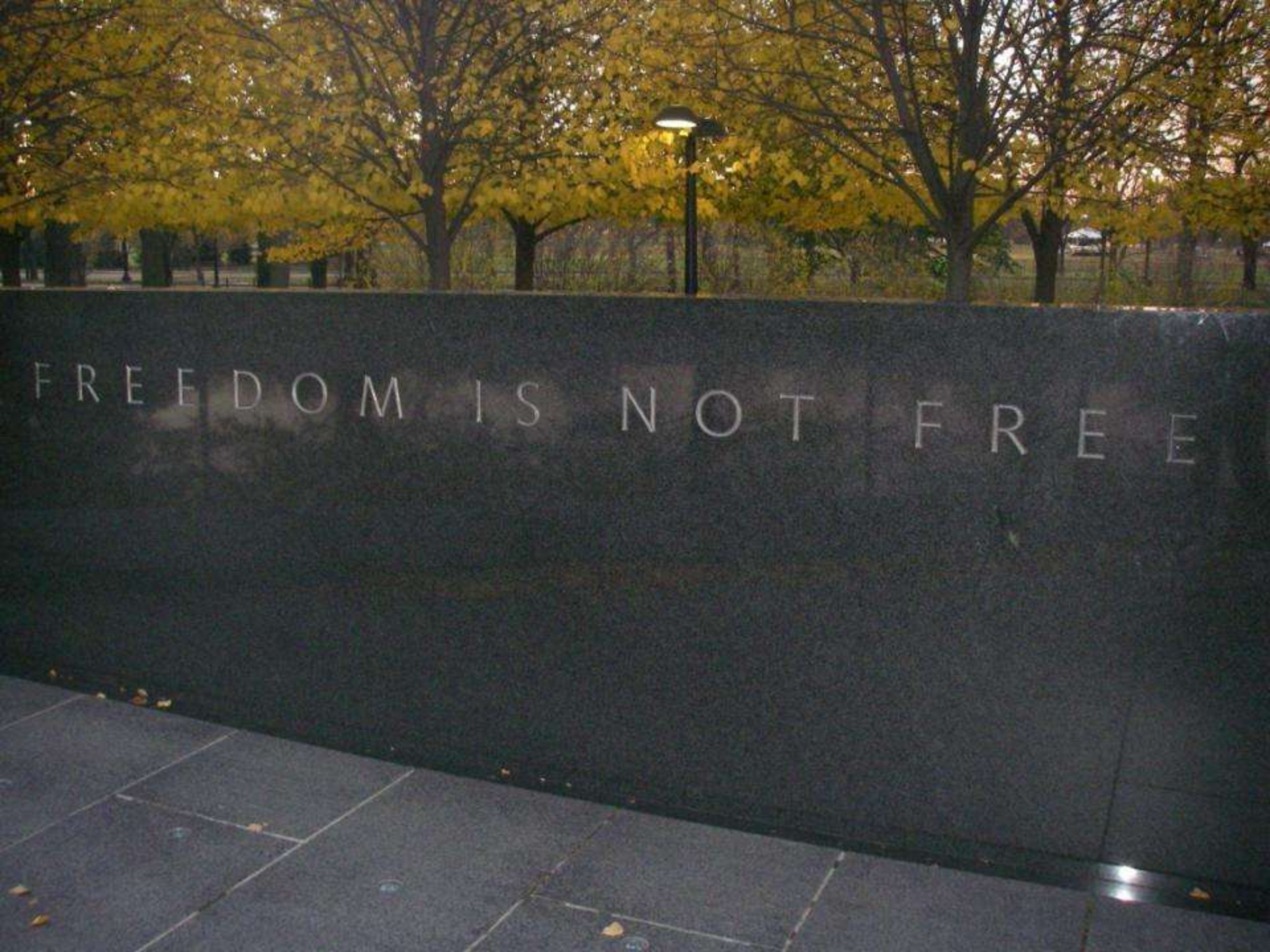


G LINDSTROM
LIE B WALKER Jr
ARY E EICHELLER
WART R MOODY
MMY D SANDERS
LEE HAMMONDS
NY W OVERTON
ILLIAM S WADDLE
E M BEDSWORTH
IAM F GILMORE Jr
MICHAEL O LUND
NDALL E RAMSDEN

JOEL B SIMPSON
ALVIN L HALVERSON · THOMAS M HILL Jr · KALE
· GEORGE R MATTHEWS · JOHN MAYNARD · MICHAEL M
· TARRY T O'REILLY · ANTHONY P ODDO · DU
· JOEL R STEPP · DOUGLAS H TANNER · LANNIE RAY
· JIMMY LEE CAMPBELL · FRED E CARRINGTON · RICHARD
· MICHAEL R GLENN · KENNETH L KELLER · WILLIAM
· JONATHAN L LAMM · ENRIQUE LUJAN · CHARLES T M
· THOMAS L NORWOOD Jr · MARLIN T PETERSON · MICHAEL
· LAWRENCE P WALKER · PRELL G ALLISON · PERCILL BA
· MICHAEL H BREEDING · R D F BROWN Jr · THOMAS C
· WALTER K D · CHARLES P DUESSENT · DAN







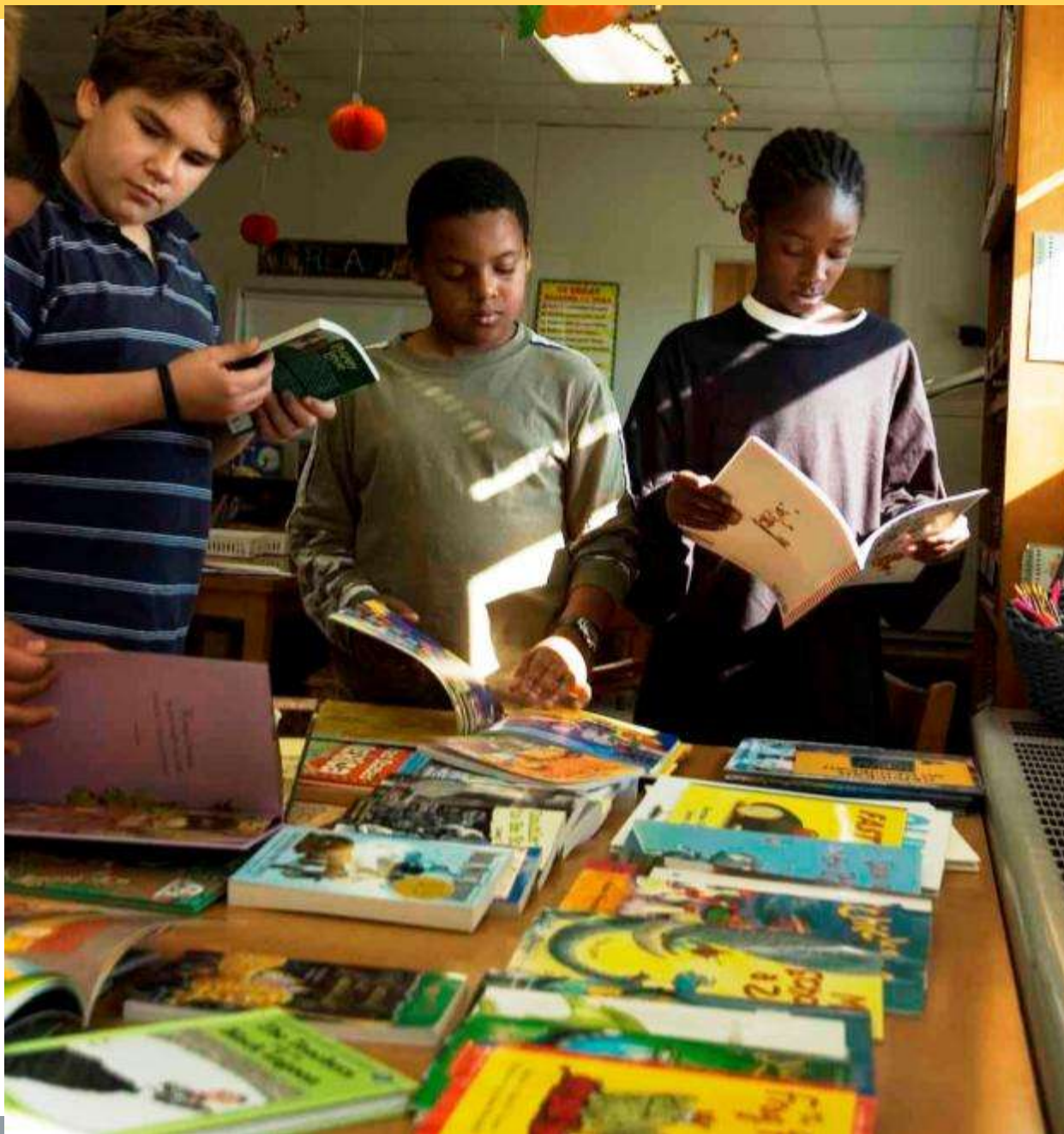
FREEDOM IS NOT FREE



Preserving our freedoms as Americans
has required courage, tenacity and a
high level of skill from generations of
soldiers.

Today, it requires those same things of
us.

The children in the pictures that follow are some of the lucky ones. Though they are poor...they live on the high end of the gap because they attend schools that enable their students to soar.











But most of the children who look like them aren't so lucky. They live on the bottom side of the gap.

Not because they couldn't learn...but
because we didn't bother to teach them.

The most important agenda for
all of us?

Turning that around.

Download this presentation on our website!
www.edtrust.org



**BRING A TEAM TO OUR ANNUAL
CONFERENCE ON CLOSING THE GAP
WHEN THE GOING GETS TOUGH:
Smart Choices and Bold Action
to Raise Achievement and Close Gaps
November 12-14, 2009, in Arlington, Va.**

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Place your contact information in the
EdTrust bag on your way out.



The Education Trust

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Table Questions

- 1. What were the major messages for you in the data?**
- 2. Were you surprised by anything? If so, what? And why do you think you didn't know?**
- 3. Where would more clarification be helpful?**
- 4. Any particularly burning questions?**